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THESIS

THE APPRENTICESHIP OF CHILDREN IN THE NEW ENGLAND COLONIES.

Submitted by

Elizabeth Thompson Williams

(A. B., Smith, 1925.)

In partial fulfilment of the requirements for

the degree of Master of Arts.

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INTRODUCTION.

ANCIENT ORIGIN AND UNIVERSAL EXTENT OF APPRENTICESHIP.

Traces of apprenticeship are to be found at the very dawn of civilization. The Babylonian Code of Hammurabi (2100 B. C.) recognizes and regulates apprenticeship.[1] The latter signifies that apprenticeship was in an advanced state of existence to be codified. It is interesting to note that at that time the status of master and apprentice was that of father and son while the term of apprenticeship was apparently for life. Foreshadowing modern apprenticeship is the indication of state supervision.

Traces of the existence of apprenticeship are to be found among the Greeks.[2] Plato refers to it in his "Republic" and Xenophon also mentions apprenticeship. Its occurrence was not unknown in the Roman Empire, nor was it confined to the western world. As far East as India and China apprenticeship was used. Infact it was to be found wherever industry

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1. Douglas, Paul. "American Apprenticeship and Industrial Education". p. 13. " If an artisan take a son for adoption and teach him his handicraft, one may not bring claim against him. If he do not teach his handicraft, that adopted son may return to his father's house."

2. Ibid.

had developed beyond the family, thus making it necessary to take other sons to do the work.

APPRENTICESHIP IN THE MIDDLE AGES.

But apprenticeship as known to the American colonies had its origin in the Middle Ages. An interesting comparison is possible between the chivalry system of page, squire, and knight, and the apprentice, journeyman, and master craftsman. In both cases the initial step required seven years. Systems of apprenticeship were not limited to chivalry and the trades, for they applied to the professions as well, law and medicine especially.[3] Apprenticeship was in the

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3. In a certain sense this continues even to-day. The law student upon graduation usually enters the office of an older lawyer and the medical student serves as an intern in some hospital.

Boston News Letter, Monday, Aug. 4-11, 1718. Advertisement: " These are to give Notice, that Mr Benjamin Rolfe who served an apprenticeship with Addington Davenport, Esq; now keeps a Scrivener's Office at the New Brick House next to the late Mr Secretary Addington Deceased near the lower End of the Town House in Kings Street, Boston."

University of Pennsylvania Lectures. 1915-1916. " History and Progress of Medical Education in the United States." Previous to 1765 young men served as apprentices to practitioners of medicine for a year or more and then opened up an office of their own. Those wishing a real training went abroad, chiefly to Edinborough.

Douglas. op. cit. p. 16-17. " The Dissertation of the Doctor of Philosophy is a vestigal remain of the 'Masterpiece' which the apprentice presented to qualify as a fullfledged journeyman."

Middle Ages and still is primarily concerned with the handicraft trades and it is with apprenticeship in that sense that this discussion will be concerned.

" Apprenticeship is essentially a combination of education and industry. It is a process of learning by doing, under which a minor is taught the art of a trade by one who is at the moment engaged in it; the minor paying either in whole or in part for this instruction by the work done on objects destined for the master's consumption or sale." [4] It differs from child labor in that the apprentice not only works for his master but receives instruction in his trade. Apprenticeship ceases when child labor degenerates from education to routine.

The close supervision and regulation of apprenticeship during the Middle Ages prevented this abuse.

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4. Douglas. op. cit. p. 11.

Webster. Dictionary published 1829. " An apprentice is one who is bound by covenant to serve a mechanic, or other person, for a certain time, with a view to learn his art, mystery, or occupation, in which his master is bound to instruct him."

The number of apprentices was limited by the guilds to insure adequate instruction as well as to prevent the trade from becoming overcrowded.[5] Agreements between master and apprentice were subject to the control of the guild. Such agreementsoften specified exactly what should be taught. Inspectors of the guild saw that the teaching was properly done while examination of the apprentice before the guild on the completion of his term was a still further check on the master. Masters sometimes neglected and ill- treated their apprentices and apprentices were sometimes idle, thievish, and faithless, but this was more true of the seventeenth and eighteenth centuries than the Middle Ages.[6]

A close personal relationship and identity of interest existed between the master and apprentice. By the Middle Ages the master stood in the position of temporary guardian for his apprentice whose term of service was the master's property and might be bought and sold.[7] Fostered by the social and economic

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5. Stone, Gilbert. " History of Labour." p. 83. Out of 101 crafts mentioned in the "Livre de mestiers" only about 40 permitted the master to take as many apprentices as he pleased.

6. Scott, J. F. " Historical Essays on Apprenticeship and Industrial Education." p. 54.

7. Douglas. op. cit. p. 22-23.

conditions of the Middle Ages, the apprenticeship system had its greatest success. All handicrafts had their origin in family life. The greater the skill of the boy, the more profit for the master. Artistic ability was developed by thorough training and praise was the apprentice's only pay for some years.[8.]

The length of apprenticeship was based on the theory that it took some time to acquire adequate knowledge. Furthermore it was undesirable for excessive youth to be in competition with older and more responsible wage-earners, a situation which might be avoided by long terms even where the difficulty of the art was not sufficient to require it. Other factors entered in. An apprentice might buy an apprenticeship as short as three years if a heavy premium were paid, though the usual apprenticeship lasted for seven, eight, ten, or even twelve years. The son of a freeman was given preference over one who was not of the craft or guild, and could frequently become an apprentice without a premium, while the stranger's child paid a larger premium, usually served a longer term, and was only admitted if the craft was not overcrowded.[9.]

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8. Scott. op. cit. p. 51-52.

9. Stone. op. cit. p. 83.

Upon the completion of his term, the apprentice became a journeyman. This designation was more clearly defined in America than in England. In the latter place it did not necessarily mean one who had completed a seven year apprenticeship. As a journeyman, the former apprentice worked by the day for an employer with the prospect, if he had ambition and initiative, of becoming a master and employer himself. Generally speaking he was not expected to set up as a master until he was of reasonable age (twenty-four years at the least) , a householder, married, and settled down. He might then take apprentices. Lack of capital rather than guild ordinances stood in the way of his advancement, but it was possible in the sixteenth and seventeenth centuries to set up as a master immediately upon completing apprenticeship.[10.]

SUMMARY AND FOREWORD.

Thus we see that apprenticeship was of ancient origin and nearly universal extent. Soon we shall see that English apprenticeship as the New England colonies knew it was a part of a great system of education and later, that apprenticeship in the New England colonies was but a re-shaping of the English system to make it fit the immediate exigencies of their environment.

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10. Scott. op. cit. p. 24.

CHAPTER I.

ENGLISH APPRENTICESHIP AS THE NEW ENGLAND COLONISTS KNEW IT.

A. EARLY ENGLISH GUILD AND MUNICIPAL LEGISLATION.

Seybolt in "Apprenticeship and Apprenticeship Education in Colonial New England and New York" makes the statement that the English guild and municipal legislation of the thirteenth and fourteenth centuries determined the essential characteristics of the practice of apprenticeship in the American Colonies.[1] In these centuries we find rules and regulations for master and apprentice quite like those to be found on the New England statute books of some three centuries later. As early as 1261, there is to be found an Ordinance of Lorimer's of London forbidding one man to entice away another's apprentice and fixing the term at ten years.[2] After that date references to apprentices become more frequent.[3] It appears that no one was to take more than two or three apprentices, according to his ability to support them, or for less than

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1. Seybolt, R. F. " Apprenticeship and Apprenticeship Education in Colonial New England and New York."p.1.

2. Ibid.

3. Ibid., p. 3. Especially to fishmongers and these rules were applied afterward to other trades.

seven years. [4] The frequent use of the phrase , " according to ancient custom," presupposes that apprenticeship was a common practice and must have been in use for some time. [5]

Most of the London guilds seem to have adopted apprenticeship by 1350, for rules regulating it are common at that date.[6] Some of the ordinances, drawn up by the various London crafts and confirmed by the mayor, admit the attestation of sufficient skill as an alternative to apprenticeship.[7] But apprenticeship came gradually to be adopted as the most usual method of entering a craft and by 1400 was practiced by most crafts and required by most towns. [8] It was also a qualification for admission to the franchise.[9]

By the middle of the fourteenth century, the indenture or covenant had become the fixed custom.[10] It contained the articles of agreement which defined the relationship of master and apprentice to each other.. The usual term was for seven years, though some were as short as two and others as long as sixteen years.

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4. Ibid.

5. Ibid., p. 4.

6. Ibid.

7. Ibid.

8. Ibid., p. 5.

9. Ibid. p4. Other ways were by birth and redemption.

10. Ibid. p. 12.

In general the apprentice bound himself to live with his master for a certain period of years, promised to serve him diligently, to obey his reasonable commands, keep his secrets, protect him from injury by others, abstain from such games as dice , cards, and haunting taverns, neither to commit fornication nor contract matrimony, and not to absent himself from his master's service without his permission. The master promised to instruct the boy in his trade and give him bed, board, and clothing.[11]

The purpose of the indenture is quite obvious. First of all it greatly assisted in the regulation of apprenticeship. It gave the guild and later the town, a chance to determine on what terms apprentices could be taken, for the indenture or covenant was usually drawn up under the supervision of the guild and registered with that organization or the town authorities soon after it was made. The terms of the indenture must then be in accordance with the rules of the guild. Furthermore the guild saw to it that the master lived up to his promises in the indenture and, if need be, that tha apprentice kept his part of the agreement.

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11. See appendix for the copy of an English indenture.

The indenture or covenant gave apprenticeship a definite legal status. It helped to secure fairness for the apprentice and to insure the maintenance of quality in the work. By means of it the guild was able to limit the number of apprentices a master might take. For several reasons the restriction of numbers was desirable. The promotion of efficient trade training and the protection of adult workman from the competition of juvenile labor were objects sought as well as the protection of the apprentice from various forms of abuse.

B. THE ESTABLISHMENT OF ENGLISH APPRENTICESHIP AS A NATIONAL INSTITUTION.

The passage of the Statute of Artificers in 1562 transformed apprenticeship from guild regulation to national supervision. The need of the readjustment of the standard of wages and the necessity of codifying the numerous laws on the employment of servants and apprentices were causes for this change.[12] In some places apprenticeship was regulated by custom, in others by charter, and in still others it was undetermined. The objects sought in this statute are seen in several of its provisions.

> " XIX. Every person being a householder and 24 years of old at least, dwelling in any city or town corporate and exercising any art, mystery or manual occupation there, may...... retain the son of any

freeman not occupying husbandry nor being a labourer and inhabiting an the same or in any other city or town incorporate, to be bound as an apprentice after the custom and order of the city of London for 7 years at the least, so as the term of such apprentice do not expire afore such apprentice shall be of the age of 24 at least.

....

" XXVI. Every person that shall have three apprentices in any of the said crafts of a cloth maker, fuller shearman, weaver, tailor or shoemaker shall keep one journeyman, and for every other apprentice above the number of the said three apprentices one other journeyman, upon pain of every default therein 10.

....

" XXVII. If any person shall be required by any householder having half a plough land at the least in tillage to be an apprentice or to serve in husbandry or in any other kind of art before expressed and shall refuse so to do, then upon the complaint of one housekeeper made to one Justice of the Peace... ...they shall have full power to send for the same person so refusing; and if the said Justice or head officer shall think the said person meet to serve in that art........ the said Justice or officer shall have power.... to commit unto ward there to remain until he will be bounden to serve......and if any such master shall evil entreat his apprentice .... or the apprentice do not his duty to his master then the said master or apprentice being grieved shall repair unto the Justice of the Peace.... who shall...... take such order and direction between the said master and his apprentice as the equity of the case shall require....." 13.

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12. Prothero, G. W. " Statutes and Constitutional Documents." " An Act touching divers orders for artificers, labourers, servants of husbandry and apprentices." p. 45. " Although there remain in force presently a great number of statutes concerning.... apprentices, servants and labourers, as well in husbandry as in divers others...... occupations, yet partly for the imperfection and contrariety.... in sundry of the said laws, and for the variety and number of them, and chiefly for that the wages and allowances limited in many of the said statutes are in divers places too small................ .... so if the substance of as many of the said laws as are meet to be continued shall be digested and reduced into one sole law,......... there is good hope that it will come to pass that the same law being duly executed should banish idleness, advance husbandry and yield unto the hired person both in time of scarcity and in time of plenty a convenient proportion of wages...."

The above are the most important provisions referring to apprentices. They make it fairly clear that the Statute of Artificers was to provide for adequate trade training, to lessen unemployment by preventing employers from going outside the ranks of trained men, and to avoid the use of apprenticeship as a means of cheap labor as well as to try to offer a solution for the increasing amount of poverty.[14] The full significance of apprenticeship as a solution for poverty is not self-evident until the Poor Law of 1601 is read with the Act of 1562.

Curiously enough, although the Statute of Artificers transformed apprenticeship from guild regulation to national supervision, a lack of administrative machinery left the work of enforcement in the hands of the guilds. Their by-laws reiterated the national law and in many cases were even stricter. Thus while the law required only a seven year apprenticeship, several companies actually insisted upon a minimum apprenticeship of eight or nine years before they would allow an apprentice to take up his freedom.[15]

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13. Ibid.

14. Dunlop, O. J. " English Apprenticeship and Child Labour." p. 69-70. An apprentice was not to come out of his servitude until twenty-four for as an earlier rule had stated, the cause of the alarming increase of poverty was believed to be " the over hastie marriages and over sone setting up of householdes of and by the young folk of the said citie."

15. Ibid. p. 88.

Again, though the Act left many masters free to employ as many apprentices as their work demanded - provided they kept the proportion of apprentices and journeymen three to one - the guilds were rigorous in limiting the number of apprentices. Hence it is to be seen that the Statute of Artificers did not abolish the guilds; rather they became an agent of the state in the enforcement of the law. Their interpretation of the law together with their exclusive policy drove many people to the American Colonies. [16.]

Perhaps of even more interest than the Statute of Artificers is the Poor Law of 1601.[17.] In the field of poverty, especially, had the Statute of Artificers fallen short. The Poor Law of 1601 was an attempt to remedy this situation. Among other things it provided that church wardens and overseers of the poor might apprentice all poor children - males until twenty-four and females until twenty-one or marriage. How the New England colonists made use of this idea we shall see later. Quite as might be expected, children came to be

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1 16. Webb, Sidney and Beatrice. " History of Trade Unionism." p. 45. " The customary enforcement of the apprenticeship prescribed by the Elizabethan statutes and the high premiums often exacted from parents not belonging to the trade, long maintained a virtual monopoly of the better-paid handicrafts in the hands of an almost hereditary caste of ' tradesmen ' in whose ranks the employers themselves had for the most part served their apprenticeship."

17. Prothero. op. cit., p. 103. " an Act for the relief of the poor."

apprenticed for their maintenance rather than for what they were to be taught, although it is only fair to say that some good industrial training was fostered by the Law of 1601. [18.]

C. APPRENTICESHIP OF GIRLS.

As early as the fourteenth century, the apprenticeship of women and girls was not uncommon. We find them as founders, barber-surgeons, brewers, carpenters, wheelwrights and clockmakers. [19.] Under the Poor Law of 1601 many pauper girls were apprenticed - as were pauper boys - to occupations of as untechnical a nature as they were unsuited to them. Compared with the number of boys bound out, the apprenticeship of girls is of curious interest rather than importance.

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18. Stone. op. cit. p. 302. The gross misuse of the Act came after the industrial revolution when paupers and orphans were so much in demand for work in the mines that nearby workhouses were practically empty of boys. It was not until 1842 that it became illegal to apprentice girls in the mines and at the same time the length of apprenticeship for boys was limited to eight years,

Seybolt. op. cit. p. 20-21. The Act of 1601 was revised in 1767 and 1778 limiting the age to twenty-one. In 1814 the Statute of Apprentices was repealed. In 1834 the Poor Law Amendment Act was passed. The old apprenticeship system came to an end with these.

19. Seybolt. op. cit. p.15.

CHAPTER II.

ENGLISH APPRENTICESHIP AS ADOPTED IN THE NEW ENGLAND COLONIES.

A. BEGINNINGS OF APPRENTICESHIP IN NEW ENGLAND.

Apprenticeship began in the New England colonies as soon as there were children to be apprenticed. Up to 1642 the English law was used in the regulation of apprenticeship.[1] The general principles of the acts of 1562 and 1601 were followed. All chlidren not having estates otherwise to maintain themselves were obliged to engage in some useful occupation. Apprenticeship as in England was the customary means of entering a trade. The boy of average means chose the calling he desired, or his parents or guardian chose it for him and apprenticed him to a master who could give the necessary instruction. Poor children were bound out by town officials to masters who could give maintenance as required by the law of 1601.[2]

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1. Seybolt. op cit., p. 38.
2. Ibid. p. 23.

Probably the very earliest law to be passed in this country regulating apprenticeship was an act of the General Court of the Colony of New Plymouth, dated September 7, 1641.

> " It is enacted That those that haue releefe from the Townes & haue children and doe not ymploy them That then it shalbe lawful for the Towneship to take order that those children shalbe put to worke in fitting Ymployment according to,their strength and abilities, or placed out by the Townes." 3.

B. MASSACHUSETTS BAY ACT OF 1642.

Similar to the New Plymouth Act of 1641 and embodying many of the English principles, but more comprehensive in its objectives was an act of the General Court of Elections held at Boston, June 14, 1642. I shall have occasion tp refer to this so frequently that it seems best to quote it in full.

> " This Co^{r}t, taking into consideration the great neglect of many parents & masters in training up their children in learning, & labo^{r}, & other imployments which may be proffitable to the common wealth, do hereupon order and decree, that in euery towne ye chosen men appointed for managing the prudential affajres of the same shall henceforth stand charged with the redresse of this evill, so as they shalbee sufficiently punished by fines for the neglect therof, upon presentment of the grand iury, or other information or complaint in any Court within this iurisdiction; and for this end they, or the greater numb^{r} of them, shall have power to take account of all parents and masters, and of their children, concerning their calling and imployment of their

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3. Plymouth Colony Records. vol. II. p. 38.

children, especially of their ability to read & understand the principles of religion & the capitall laws of this country, and to impose fines on such as shall refuse to render such accounts to them when they shall be required; and they shall have power, with consent of any Court or the Magistrates, to put forth apprentices the children of such as they shall (find)[4] not to be able & fitt to imploy and bring them up. They shall take......... imploying them.. up, nor shall take co^r^se to dispose of . themselues; and they are to take care of such as are sett to keep cattle be set to some other imployment wth all, as spinning upon the rock, knitting, weaving. tape, etc & that boyes & girls be not suffered to converse together, so as may occasion any wanton, dishonest , or im-^o^dest behavio^r^; and for their better performance of this trust committed to them, they may divide the towne amongst them, appointing to every of the said townesmen a certain number of families to have special oversight of. They are also to pvide that a sufficient quantity of materials as hemp flaxes, e^cra^, may be raised in their severall townes, & tools & implements provided for working out the same; & for their assistance in this so needfull and beneficiall imploym^t^, if they meete wth any difficulty or opposition wch they can not well master by their own power, they may have reco^r^se to some of the ma^trats^, who shall take such course for their help & incuragm^t^. as the occasion shall require according to iustice; & the said townesmen, at the next Co^r^t in those limits, after the end of their year, shall give a briefe account in writing of their pceedings herein, pvided that they have bene so required by some Co^r^t or magistrate a month at least before; & this order to continue for two years, & till the Co^r^t shall take further order." [5]

Most important to note in this act are;

(1.) In consideration of " the great neglect of many parents and masters in training up their children in learning & labor.... which may be proffitable to the common wealth.... ye chosen men " of the towns shall

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4. Brackets in the original.

5. Mass. Bay Records. vol. II.

" take account from time to time of all parents and masters and of their children."

(2.) " Ye chosen men " are to test the ability of children under their jurisdiction " to read and understand the principles of religion & the capitall laws of this country."

(3.) " Ye chosen men " are to take such as they find under parents and masters not " able & fitt to imploy and bring them up " and to dispose of them to such as are so fitted.

(4.) Those " sett to keep cattle " are to be set to some other employment, as spinning upon the rock, knitting, weaving, etc.,

(5.) " For their better performance of this trust," ye chosen men are to divide the town into districts.

(6.) Appeals to justices of the peace, magistrates, the use of fines and the raising of materials, as hemp, flaxes, and so forth, for the proper carrying out of this act are provided for.

By (1.) and (2.) we see that the religious, secular, and civil education, as well as trade training is to be regularly inspected, keeping in mind the good of the whole - " which may be profitable to the common wealth." This is no empty law. The "chosen men" are to have power to take children from masters and parents who offend and place them with such as do observe this law. No idle occupations will suffice.

Children " sett to keep cattle"are to be taught some other employment such as spinning and weaving. If need be for the proper carrying out this law, justices of the peace, magistrates, and fines may be resorted to.

Thus after 1642 apprenticeship was viewed as a meqns of poor relief, a chance of keeping up the supply of skilled labor, and a means of compelling the edusation of youth. This remedied certain shortcomings in the English law. The Statute of Artificers provided for the industrial training of youth, but it did not take into consideration the need of even the rudiments of education for the lower classes. The Poor Law of 1601 endeavoured to find a home for those bound out and, quite as might be expected, many so bound were exploited in " blind alley " occupations. Knowing these faults, as a result of their own English experience, the Massachusetts Bay colonists insisted that masters must teach or " cause to be taught " their apprentices to read; and that apprentices must be trained in employments that would be profitable to the commonwealth. Apprenticeship was not a sdheme for the exploitation of children, but was essentially an edusational institution by which to prepare the youth for the day when they should take a responsible place in the colony.

This law of 1642 was revised in the Massachusetts Code of 1648.[6] Since the Connecticut Code of 1650 copied its law in regard to apprenticeship from the

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6. Code of 1648.

" Forasmuch as the good education of children is of singular behoof and benefit to any Common-wealth; and whereas many parents & masters are too indulgent and negligent of their duty in that kinde. It is therefore ordered that the Select men of everie town, in the severall precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbours, to see first that none of them shall suffer so much barbarism in any of their families as not to indeavour to teach by themselves or others, their children & apprentices so much learning as may enable them perfectly to read the english tongue, & knowledge of the Capitall lawes; upō penaltie of twenty shillings for each neglect therein. Also that alll masters of families do once a week (at the least) catechise their children and servants in the grounds and principles of Religion, & if any be unable to do so much; that then at the least they procure such children or apprentices to learn some short orthodox catechism without book, that they be able to answer unto the questions that shall be propounded to them out of such catechism by their parents or masters or any of the Select men when they shall call them to tryall of what they have learned in this kinde. And further that all parents and masters do breed & bring up their children & apprentices in some honest lawful calling, labour or imployment, either in husbandry or in some other trade profitable to themselves and the Common-wealth if they will not and can not train them up in learning to fitt them for higher imployments, And if any of the Select men after admonitiō by them given to such masters of families shall find them still negligent of their duty in the particulars aforementioned, whereby children and servants become rude, stubborn & unruly; the said Select men with the help of two magistrates, or the next County for that Shire, shall take such children or apprentices from them and place them with some masters for years (boyes until they come to twenty one and girls eighteen years compleat) which will more strictly look unto and force them to submit unto government according to the rules of this order, if by fair means and former instructions they will not be drawn unto it. "

Quoted from Marcus W. Jernegan. " Compulsory

Massachusetts Code of 1648, it is necessary to note the additions and omissions.[7] This revised form provides for not just reading, but " perfectly to read the english tongue." Compulsory education of apprentices is more certain and the penalty for neglect on the part of the selectmen is made more specific - 20 shillings - while husbandry is mentioned as an employment. on the other hand, the selectmen are deprived of the power to fine parents for refusal to make reports, the industrial features are less complete, and the machinery for enforcement is less specific. The clause concerning the dividing of the town for inspection purposes and that calling for a written report of the proceedings of the selectmen are both omitted. In spite of these changes the principle remains the same - that apprenticeship shall serve as a means of poor relief, compulsory education, and a source of supply for skilled labor.

How these features were embodied in the Connecticut Code of 1650 may be seen from the following:

> " That all parents and masters of children shall, by themselves or others teach and instruct, or cause to be taught and instructed, all such children as are under their care and government, according to their ability to read the English tongue well, and to know the laws against capital offences: and if unable to do so much, then at least to learn some short orthodox catechism without book, so as to be able to answer to the questions that shall be propounded to them out of such catechism, by their parents, masters, or ministers, when they shall call them to an account of what they shall have learned of that kind. and if any parent or master shall neglect the performing of what is by this act required of them, every such parent, or master being thereof legally convicted before any one assistant, or justice of the peace, shall forfeit and pay the sum of three dollars and thirty-four cents, to and for the use of the town

the use of the town whereto they belong.
That all parents and masters shall employ and bring up their children and apprentices in some honest lawfull calling, labour or employment, profitable for themselves and the state-wealth
And if the selectmen of the town where such parents and masters live, after admonition given to them by such parents or masters, shall find them still negligent of their duty, the particulars aforementioned in this act: " etc.[8]

In the code of 1656 for the New Haven Colony, we find a paragraph relating to apprenticeship based on the Massachusetts models of 1642 and 1648.[9] As far as its provision for education is concerned, it is

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Education." School Review. vol. 26. p. 743. and and claimed to have been copied by him from a book entitled: " Book of the General Laws and Libertyes concerning the inhabitants of Massachusetts Collected out of the Records of the General Court for the severeal years wherein they were made and established."

7. Jernegan. op. cit., p. 743.

8. Connecticut Statute Laws. vol.I. p. 123.

9. New Havens Settling in New England and Some Laws for Government.

Children's Education

Whereas too many parents and Masters, either through an over tender respect to their own occasions and business, or not duly considering the good of their Children, and Apprentices have too much neglected in their Education, while they are young, and capable of learning, It is Ordered That the deputies for the particular Court, in each Plantation within this jurisdiction for the time being; or where ther are no Deputies the Constable, or Officer, or Officers in publick trust, shall from time to time have a vigilant eye over their brethren, and neighbours, within the limits of the said Plantation, that all parents and Masters, doe duly endeavour, either by their own ability and labour, or by improving such School-master, or other helps and means, as the Plantation doth afford, or the family may conveniently provide, that all their Children and Apprentices as they grow Capable, may through God's blessing, attain at least so much, as to be able

clearly an improvement on both of these. All parents and masters are to endeavour " either by their own ability and labour, or by improving such Schoolmaster, or other helps and means, as the plantation doth afford or the family may conveniently provide, that all their Children and Apprentices as they grow capable, may through Gods blessing attain at least so much, as to be able duly to read the Scriptures, and other good and profitable printed Books in the English tongue." [10]. Here schooling is not merely implied but is mentioned. After 1665 when New Haven became definitely merged with Connecticut, the Code of 1656 was dropped and the Connecticut Code of 1650 used.

The Plymouth Colony in the revision of its laws in 1671 made provision for apprenticeship based on the Massachusetts laws for 1642 and 1648.[11].

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duly to read the Scriptures, and other good and profitable printed Books in the English tongue, being their native language, and in some competent measure, to understand the main grounds and principles of Christian Religion necessary to salvation."

10. Ibid.

11. Plymouth Colony , Law of 1671, quoted from Seybolt. op. cit., p. 37.

" It is ordered that the Duputies and Selectmen of every Town shall have a vigilant eye from time to time over their Brethren and Neighbours, to see that all Parents and Masters do duely Endeavor, to teach their children and servants as they grow capable, so much learning as through the blessing of God they may attain, at least to be able to read the Scriptures, and other profitable books printed in the English Tongue and the knowledge of the capital Laws etc.....................
And further that all Parents and Masters do breed and

New Hampshire, Maine, and Rhode Island failed to pass similar laws during the seventeenth century.[12] But New Hampshire was under the jurisdiction of Massachusetts from 1641-1679 and hence the laws of Massachusetts applied. Maine was united to Massachusetts through the colonial period after 1652.

The importance of the Massachusetts Bay Act of 1642 lies in the principle which it established in regard to apprenticeship in New England.[13] After 1642

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bring up their children and apprentices in some honest calling, labour or employment......That a fine of 10 shillings shall be levied on the goods of negligent Parents and Masters.

And if three months after that there be no due care taken and continued, for the Education of such children and apprentices as aforesaid, then a fine of 20 shillings shall be levied on such Delinquent's Goods to the Town's use.

And lastly, if in three months after that, there be no due Reformation of the said neglect, then the said Selectmen with the help of two Magistrates, shall take such children and servants from them, and place them with some Masters for years (boyes till they come to twenty-one, and girls eightteen years of age) which will more strictly educate and govern them according to the rules of this Order."

12. Rhode Island passed a law dealing with apprenticeship as early as 1662, but as it failed to provide for education it can not be said to be a similar law.

13. Jernegan. op. cit., p. 23-43.
Jernegan claims that the law of 1642 was nullified in 1695 when the Privy Council disavowed the acts setting forth the Massachusetts Code of 1672 and the Plymouth Code of 1685. Except for a special act in 1735, which applied only to Boston, compulsory apprenticeship in Massachusetts existed for poor children only.

apprenticeship offered three opportunities: a system of poor relief, a source of skilled labor, and what is entirely new, a means of compulsory education. The application of these in New England made a new institution of apprenticeship, though many English customs were retained. [14]

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14. Baily, S. L. " Historical Sketches of Andover." p. 50. Extract from an indenture:
" During which time of seven years the said Jacob shall behave & demeane himself as an apprentice or servant ought for to doe according to the usual and laudable custom of England in like cases."

Burn's Justice of the Peace, containing rules for apprenticeship, continued to be used by the colonial afficer. There is an abridged one printed at Boston 1773 and inscribed to"His Majesty's Justices of the Peace in the Province of Massachusetts Bay in New-England" The title for another printed as late as 1806 in Dover, New Hampshire reads: " The Complete Justice of the Peace containing Extracts from Burn's Justice and other Justiciary Productions. The whole altered and made conformable to the laws and manners of administering Justice, Particularly in the State of New Hampshire and generally in the other of the United States."

C. THE INDENTURE.

The indenture as in England continued to be the form of agreement between master and apprentice. This ducument was made in duplicate, the edges serrated or indented - from which it received the name indenture and which served as a key to prevent fraudulent copies - and then separated, one copy being kept by the master and the other by the boy, his parent, guardian, or in the case of a child being apprenticed by the selectmen, in the town records.

A comparison of an early English indenture with one of the colonial period of New England shows that the phraseology of the New England indentures was borrowed from the earliest English indentures.[15] The same obligations are laid upon each party to the contract. The apprentice promises to " serve and abide " with his master for a certain term, to serve " faithfully," keep his masters "lawful secrets," obey his commands, protect him from " damage done of others," and observe proper moral conduct. In return the master bound himself to provide maintenance, teach the apprentice his trade, and give him double apparel at the end of his term, one for the " Lords Day " and one for " Working Days." After 1642, there was an education clause

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15. See appendix for copies of English and New England indentures.

in which the master promised to teach him to read, while more often the clause provided for " reading, writing, arithmetic as far as the rule of division," or"to learn him to read a chapter in the bible if he shall be capable of learning and to teach him so far as to keep a book."

This education clause is the essential difference between the English indenture and the New England indenture. In certain localities the phraseology departed considerably from the English form although it was in substance equivalent. This is particularly true of Maine and Rhode Island indentures which were generally less formal.[16] The explanation perhaps lies in the fact that printed blanks were used in Salem, Boston, and like centers, while in Maine and other thinly settled colonies blanks were not obtainable. In such places it appears that the justice of the peace made more use of his memory than his pocket manual. In Rhode Island, apprenticeship, for the most part, existed by common law but not by statute, so there were probably no legal forms for it as in Massachusetts. The following is a printed blank drawn up for use about 1700.

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16. York Deeds.
    Early Records of the Town of Providence.

" THIS INDENTURE WITNESSETH.
That
Hath put himself, and by these Presents doth voluntarily, and of his own free Will and Accord, and with the Consent of

put and bind himself Apprentice to

to learn Art, Trade or Mystery, and with after the Manner of an Apprentice, to serve from the for and during the Term of from thence next ensueing, to be compleat and ended: During all which Term the said Apprentice his said

faithfully shall serve, Secrets keep, and lawful commands everywhere gladly obey. He shall do no Damage to his said nor suffer it to be done by others, without letting or giving Notice thereof to his said He shall not waste the Goods of his said nor lend them unlawfully to any. He shall not commit Fornication, nor Matrimony contract within the said Term. At Cards, Dice, or Any other unlawful Game he shall not play. He shall not absent himself by Day or by Night from the Service of his said without Leave; nor haunt Ale-Houses, Taverns, or Play-Houses; but in all Things behave himself as a faithful Apprentice ought to do towards his said During the said Term AND the said
for self doth hereby covenant and promise to teach and instruct, or cause the said Apprentice to be taught and instructed in the Art, Trade or Calling of a
by the best Way or Means may or can (if the said Apprentice be capable to learn) and to find and provide unto the said apprentice good and sufficient

during the said Term: And at the Expiration thereof to give unto the said Apprentice

In Testimony wherof, the Parties to these Presents have hereunto interchangeably set their Hands and Seals the Day of in the Year of the Reign of our Sovereign Lord of Great-Britain, &c. Annoque Domini, One Thousand Seven Hundred and

Signed, Sealed, and Delivered,
in the Presence of us. " 17.

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17. Essex Institute, Salem, Manuscript.

At the Essex Institute in Salem is to be found another blank, planned for use in the 1780's. It is almost identical with the earlier one, except the spaces left to be filled in are not between exactly the same words. This blank, then, represents the part of the indenture which was adopted nearly verbatim from the English system, and except for the education clause and occasional provisions regarding the close of the term, the filled in spaces were much the same as in the English indenture.[18.]

If the form of the English indenture was kept long after the New England colonies had made apprenticeship by statute an institution of their own, so were the English customs in regard to apprenticeship. As in England there was public enrollment of indentures and the master and apprentice subscribed to the document before reliable witnesses. Unless an indenture was so witnessed, duly registered and recorded with the town authorities, it was not legal, while proper attention to the above assured both parties a large measure of protection from the violation of their agreement.

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18. Often the apprentice in the New England indenture was promised such presents as the following:
" & a lot of Land, for his faithful service," (York Deeds, Book II., Folio 141.)

" and on good Suite of Tooles fitt for a Shipwrights vse One of a Sort according to custom," (York Deeds. Book II. Folio 62.)

" to give him one ewe lamb to keep, to pay him 10 pounds at the end of his time in corn or cattle." (Records and Files of the Quarterly Courts of Essex County, Mass. vol. II. 1656-1662. p. 135.)

That this was usually observed is borne out by ample evidence in court and town meeting minutes.

> " James Landon fined 20 shillings
> Joseph Dauis fined 20 shillings
> John White fined 20 shillings
> Clemment Sammon fined 5s for entertaineing & Imployeing of Steuen Brace contrarie to a Towne order " [19].

Even in Rhode Island though not required by law the registration of the indenture was customary.

> " That whereas, Nicholas Niles, the father-in-law of Abnell Potter, hath (bound him) [20]. the said Abnell Potter with Mr William Balstone for the term of Eighteen yeares, with the consent of the said Abell. For the better securitie off mr balstone, the towne consenteth herein and approveth thereof . " [21].

Completions of service as in England were also recorded. Only by registration on entrance and exit was the town able to insist on its artisans serving a successful apprenticeship before setting up in their respective trades.

> " Whereas itt is found by sad experience that many youths in this Towne being put forth Apprentices to severall manufactures and sciences, but for 3 or 4 yeares time, contrary to the Customes of all well governed places, whence they are uncapable of being Artists in their trades, besides their unmeetenes, att the expiration of their apprentice-ship to take charge of others for government and manuall instruction in their occupations which if not timely mended, threatens the welfare of this towne.

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19. Boston Town Records. vol.VII. record numbered and dated, 28.(25:1:67.)

20. Brackets in the original.

21. Arnold, S. G. " History of the State of Rhode Island." vol.I. 1636-1700. p. 161.

Itt is therefore ordered that no person shall henceforth open a shop in this towne, nor occupy any manufacture or science, till hee hath compleated 21 years of age, nor except he hath served seven years apprenticeship, by testimony under the hands of sufficient witnesses. And that all Indentures made between any master and servant shall be brought in and enrolled in the Towne's Records within one month after the contract made, on penalty of ten shillings to be paid by the master att the time of the apprentice being made free." [22]

The above not only shows the adherence to the English custom of registration, but the apprentice's service was not to be completed until he was twenty-one years of age and had served at least seven years. Though not stated here, girl apprentices served until eighteen or marriage as in England.[23] However, a nearly constant scarcity of labor in the early days of the colonies in combination with other considerations made this far from an infalliable law.

No craft organizations as such existed in the colonies.[24] Sometimes those in a particular trade came together for defining methods of procedure which would benefit all artisans.[25] Such societies were mostly confined to New England.[26] The town and colonial

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22. Boston Town Records. vol.II. record numbered 158.

23. Mass. Acts and Resolves, 1692-1714. Law of 1703. p. 538.

24. Seybolt. op. cit., p. 27.

25. Ibid.

26. Clark. "History of Manufactures in the U. S."p.168

authorities took care of all matters pertaining to trade regulation. Shortly before the Revolution a French writer noted that all American mechanics served a regular apprenticeship, though there were no companies or guilds and that this institution was maintained in the colonies, more by the desire of masters to secure regular labor than by a wish either to protect craft standards or to restrict competition.[27]

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27. Ibid., p. 168.

CHAPTER III.

THE THREE FEATURES OF THE MASSACHUSETTS BAY ACT OF 1642.

A. APPRENTICESHIP AS EDUCATION.

Apprenticeship as established by the Massachusetts Bay Act of 1642 proved to be not only of fundamental social and economic importance, as it had been in England, but the most fundamental educational institution of the period. Many subsequent laws were passed by the colonial and town governments to compel the master to attend to the education of his apprentice, though in England no such demand was made of the master until 1802.[1] It is probably fair to say that a large proportion of the population received instruction in the elements of knowledge under the apprenticeship system.

The educational clause of the Massachusetts Bay Act of 1642 was more than a theoretical ideal. It empowered the selectmen " to take account, from time to time, of all parents and masters, and of their children, especially of their ability to read and understand the principles of religion and the capital laws of the country." There is evidence that some selectmen did

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1. Scott, F. A. " Historical Essays on Apprenticeship and Vocational Education." p. 61.

their duty. In 1672 twelve parents in the town of Boston were " ordered to indenture certain of their children for a term of years according to their ages and capacities and if they neglect the magistrates and selectmen will do it." [2] In the New England Genealogical Register, we find that in 1747 the town of Leicester bound out a minor, aged two years and eight months, until the age of twenty-one, " his parents being not well able to support him." [3] Another case of compulsory apprenticeship may be seen in the following:

> " Whereas there is a complaynt made to the Councill by John thornton that the two sones of the deceased Zachary ffield who are at home with their Mother (to witt) Daniel & Joseph are likely to Come to Ruin Except the Councill take some Course to put them out to masters where they may be well tutored & provided for, the Councill do therefor Order that the said Two ladds shall be put out apprentices untill they Come to be of 21 yeares of age & to be bound out by the Councill." [4]

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2. Boston Town Records. vol. for 1660-1701. p. 61. It is interesting to note the ages of the children.

GIRLS	BOYS
one aged 10.	one aged 8.
four " 12.	" " 17.
one " 14.	" " 20.
" " 15.	
" " 20.	

three age not stated.

3. New England Historical and Genealogical Register vol. 34. p. 311.

4. Early Records of the Town of Providence. Record dated 1700. p. 28.

When the towns failed to enforce the laws in regard to the education of their youth, higher authorities reminded them of their neglect. It is apparent from the following warrant that the town of Topsfield had offended in this respect.

" Wheras the law published by the Honered Generall Court lib. pag 76 Sect. 3, do require all Townes from time to time to dispose of all single psons and inmates within their Towns to service or otherwise and in pag. 16. tit. children & youth, It is required of the selectmen that they see that all the youth under family Government be taught to read perfectly the english tongue, have knowledge in the capital laws and be taught to read some orthodox catechism and that they be brought up to some honest imployment, profitable to themselves and the common wealth, in the case of the neglect on the part of the family Governours, after admonition given them, the sayd selectmen are required with the help of two magistrates on next court of that shire to take such children or apprentices from them, and place them forth with such as will look more straitly to them. the neglect whereof as from court to court abundantly appears, doth occasion much sin and prophanes to increase among us, to the dishoner of God and the ensueing of many children and servants, by the dissolute lives and practices as such as do live from under family government and is a great discouragement to most family governours, who conscientiously indeavor to bring up their youth in all Christian Nurture, as the laws of God and this commonwealth doth require; ' said constable was ordered to acquaint the selectmen of the town that ' the Court doth expect and will require that all the said laws be accordingly attended, the prevalency of the former neglect notwithstanding, and you are also required to take a list of the names of those young persons within the bounds of your Town, and all adjacent farms though out of all Towne bounds, who do live from under family government viz, doe not serve their parents or masters, as children, apprentices, hired servants or journeymen ought to do, and usually did in our native country, being subiects to their commands and disicipline and the same you are to return to the next Court to be held at Ipswich." [5]

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5. Records and Files of the Quarterly Courts of Essex County Mass. vol. IV. p. 212. Warrant to the town of Topsfield, March 2, 1668.

In Massachusetts after 1642 all poor laws providing for apprenticeship also had provision for the instructinn of apprentices in reading, and while the first poor laws in the rest of New England providing for apprenticeship did not in every case have an education clause, later laws did.[6] Even when such a law did not exist, due to the example set by Massachusetts, some provision was usually made for education.[7]

The Connecticut Code of 1650 made it incombent upon masters to catechise their children and servants once a week at least, " in the grounds and principles of religion," and to teach " by themselves or others their children and apprentices so much learning as may enable them perfectly to read the English tongue and knowledge of the capital laws."

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6. Acts and Laws of New Hampshire, printed at Exeter 1780.

A law dated May 2, 1719 provided that poor children were to be bound out apprentices. This act was revised and enlarged July 2, 1776.

" Whereas there are many Poor People who spend their Time idly, and neglect to provide for themselves and those who depend upon them for Substance, by any lawful means, and neglect the Care and Education of their Children, but suffer them to spend their Time in Play, Idleness, and a total Neglect, of those Means by which they might be made useful Members of Society, notwithstanding the Advantages for their Improvement; by which Neglect the number of Beggars, as well as Thieves and Strollers, are increased and many discords commites."

The chief provisions of the above act are:

(1.) Poor children are to be bound out.
(2.) Children bound out are to be taught to read.
(3.) Overseers are to inquire into the usage of children bound out.

Another law was passed, February 5, 1791, for the binding out of poor children, males are " to be instructed " to read and write, and " females to read."

Other laws were passed under the influence of the Massachusetts Bay Act of 1642. The New Plymouth Order of June, 1671, shows the educational emphasis.

> " It is oredred that the Deputies and selectmen of every Town shall have a vigilant eye from time to time over their Brethren and Neighbours, to see that all Parents and Masters do duly Endeavor, to teach their children and servants as they grow capable, so much learing as through the blessing of God they may attain, at least to be able to read the Scriptures, and other profitable Books printed in the English Tongue and the knowledge of the capital Laws......"[8]

The Massachusetts Bay Colony herself, in spite of the general enforcement of the act of 1642, found it advisable to pass additional legislation, repeating that poor children and those not beimg properly educated were to be bound out apprentices. The apprenticeship law was revise in 1648, remaining in force until 1660, when it was practically copied again. In 1668, an enforcing act was passed[9] and in 1692 a law was passed stating that idle persons and poor persons were to be bound out.[10] In 1703-1704 , selectmen or overseers of the poor were again ordered to bind out poor children, males until twenty-one and females until eighteen or time of marriage, to guard against the abuse of such children, and to see that no single person under twenty-one years of age lived " out of

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7. In Rhode Island, in 1662, the apprenticing of poor children was provided for, though not made compulsory, and no book or religious education was mentioned. In practice, however, an education clause might be inserted and, when such was the case, could be enforced. (Jernegan. " Compulsory Education," School Review. vol. 26. p. 749.)

8. Seybolt. op. cit., p. 37.

family government." 11. But in 1710-11, Massachusetts found it necessary to legislate on this subject again .

> " The law binding out poor children apprentices being misconstrcted to extend only to such children whose parents receive alms , it is reenacted as above whether they receive alms or not but are thought deemed unable to maintain them, " 12.

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9. Mass. Bay Records. vol. IV. p. 395-96.
Enforcing act 1668.
" Whereas the law published by the honnoured Generall Court, lib[r] 1, page 76, sect. 3, doe require all townes, from tyme to tyme to dispose of all single persons & inmates w[th]in their tounes to service, and in page 16, tit Children & Youth, it is required of the selectmen that they see that all children & youth vnder family government, be taught to read perfectly the English tongue, haue knouledge in the capitall lawes, & be taught some orthodoxe chattechisme, & that they be brought vp to some honest imployment, profitable to themselues & the cōmonwealth & in case of neglect on the part of the family governo[r]s after admonition given them, the sajd selectmen are required, w[th] the helpe of two magistrates or next Court of that shire, to take such children or apprentices from them, & place them forthw[th] such as will looke more straitly to them; the neglect whereof, as by sad experience from Court to Court abundantly appears, doth occasion much sinn & prophanes to increase among us, to the dishonner of God & the ensnaring of many children & servants, by the dissolute liues & practices of such as do liue from vnder family government, & is a great discouragement to those family governo[r]s who conscientiously endeavour to bring vp their children in all Christian nurture, as the laws of God & this cōmonwealth doth require. These are therefore, in his maj[ty] name, to require you to acquait the selectmen of yo[r] towne that the Court doth require & will require that the sajd lawes be accordingly attended, the prevalency of the former neglect notw[th]standing; and you are also required to take a list of the names of those young persons w[th]in the bounds of your towne, & all adjacent farmes, though-out of all towne bounds, who do liue from Vnder family government, viz,, doe not serve their parents or masters as children, apprentices, hired servants, or journeymen ought to doe, & usually did in our native country, being subject to their cōmands and discipline; & the same you are to return to the next Court to be held

The law stated further that provision should be made for males to read and write and females to read " as they may be capable." This law was renewed seven times; 1717,1720, 1731, 1760, 1770, and 1773. [13]

The law for 1735 applied only to Boston and read:

> " That where persons bring up their children in such gross ignorance that they do not know, or are not able to distinguish the alphabet of twenty-four letters, at the age of six years, in such case the overseers of the poor are hereby impowered and directed to bind out in good families such children, for a decent and Christian education as when parents indigent and rate nothing to the public taxes, unless the children are judged incapable through some inevitable infirmity." [14]

What is significant here is that in all these laws there is evidence that the master is responsible for more than the purely industrial learning of his apprentices. So important was the education clause deemed that it was specifically stated in the indenture, even when the trade training was not defined or only vaguely mentioned.[15]

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at..... on y[e]..... day of .... & hereof you are to make yo[r] returne, vnder yo[r] hand, & not to faile.

10. Mass. Bay Colony, Acts and Resolves 1692-1714. p. 67.

11. Ibid., p. 538.

12. Ibid., p. 654.

13. Op. cit., vol. II. p. 74, 182-183, 579-580, 1053-54; vol. IV. p. 324; vol. V. p. 39, 258.

14. Ibid., p. vol. 1715-1742.

15. See indenture appendix. p.

How was the education clause carried out ? A reading of indenture papers only would lead one to suspect that the education clause must have been a mere matter of formality since so many masters recorded their agreement to the contract by a mark . When one runs across the statement so frequently, " said apprentice is to be taught to read and write in so far as he is capable," it seems that it would have been more correct to have said, in so far as masters were capable of teaching them. Though illiteracy among the earlier masters was fairly general, to be taught to read and write - girls were taught only to read - was more than a paper promise, for masters who were unable to teach their apprentices themselves were obliged to send them to persons who could teach them. In most cases ot meant that the apprentice was sent to school.[16.] After 1647 schools of a sort there were, for in that year the General Court of Massachusetts ordered:

> " that every township in this jurisdiction, after the Lord has increased them to the number of fifty householders shall forthwith appoint one within their own number to teach all such Children as shall resort to them to write and read............." [17.]

17.Seybolt. op. cit., p. 41.

16. Records and Files of the Quarterly Courts of Essex County Mass. vol. II p. 135.
Extract from an indenture 1658.
Boy of ten to be put an apprentice to be sent " to scoole untill he can write a leagable hand..."

That the quality of this education often fell far short of the ideal of even a very elementary education is true, but that reading and writing were taught and sometimes arithmetic to a varying degree can not be denied. [18.] It is interesting to note in this connection what books were used. They were generally the Horn-book, Primer, Psalter, Testament and Bible. The Catechism was usually printed in the Primer and formed a regular part of the instruction. The Horn-books contained the alphabet and a few easy sentences, printed on only one side of the page and covered with transparent horn - hence the name - to keep them from being soiled. They were superceded about 1700 by the introduction of Dillworth's Spelling Book. Arithmatic was taught but not by the use of books.[19.]

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18. Essex Institute, Salem. Manuscript.
" Also within ye Said term to teach or cause to be taught his said Apprentices to read & to write ye English Tongue Sufficiently & to read so farr in ye Arts of Arithmetick as well to doe ye rule of three and called ye golden rule or rule of proportion...."

19. Wells. " History of Hatfield." p. 110.

B. APPRENTICESHIP AS POOR RELIEF.

The minutes of the selectmen of the towns reveal case after case where apprenticeship was used as a means of poor relief. The binding out of children in the seventeenth and eighteenth centuries has a parallel in the placing out of state children in private families to-day where they are expected to earn a part or the whole of their keep by work. In order to relieve the town of the expense of bringing up its paupers, illegimate, and orphan children, we find such instances as the following:

> " Know all People by these presents that I Elizabeth Hogg late of Boston in New England, single woman, Good Considerations moving me thereto, have freely given my little daughter Margaret Hogg to m^r Thomas ffield & M^ris Martha ffield both of this Towne of Providence, for them to bring up, Tutor and instruct, & to dispose of as their Owne; And witness of this my Reall act & deede I have hereunto set my hand & seale this 23th day of July in ye yeare one Thousand seven hundred and six." 20.

A child becoming an orphan is apprenticed for eighteen years and six months:

> " to be Imployed in all Such Service as he or they Shall See Meete to Improve him in, or Sett him about, During all which terme the Said apprentice his said... ... he Shall not Embezelle, Purloine, Lend Mispend or Consume, nor Shall any Wages. Hurt or Indamage his Master in name or Estate, nor suffer others so to doe. ...." 21.

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20. Early Records of the Town of Providence. vol. IV. p. 213.

21. Mass. Hist Society Collections Vol. VI p. 269.

In the case of a widow and children coming on the town, the oldest boy was usually apprenticed.[22] The town in apprenticing children under five years of age frequently allowed the master and mistress a small sum of money for their trouble of caring for the child befor it could possibly be of any usefulness to them.

> " The Courte grants their consent that Nathaniell Rescew should have Goodwife Johnson's childe, w[ch] was borne in the prison, as an apprentice to him, till hee is of the age of twenty one yeares, and that the said Rescew shall have ten pounds with him out of Newtons estate." [23]

This use of indenture as poor relief applied to girls as well as boys. In fact the majority of girls apprenticed was for this purpose. Sometimes a man apprenticed his daughter,[24] but one has the feeling about most such cases that the mother was dead and that the father was seeking a home for the girl. Even so, it is probably because he can not afford to provide a more genteel life for her. Unfortunately, the considerations leading to the indenture of most girls are all too scantily recorded. The girl's indenture generally failed to state that she was to be taught a trade, although girls were sometimes apprenticed to the dress-making, the tailoring, or the millinery trades.

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22. Ibid.

23. Colonial Records of Connecticut, 1635-1665. p. 222.

24. Records and Files of the Quarterly Courts of Essex County Mass. vol. I. p. 143. Record dated 1648. Man binds his daughter as an apprentice until she is eighteen.

In Connecticut, girls for whom the town must find a home were often put to live witha suitable person until fourteen years of age and then bound out until they became free by law.[25.] In the latter case a trade was stated. One example for Connecticut will illustrate the point,I believe. In 1745, a child of eight and a half was taken from her parents by the colonial law that allowed the selectmen to take a child from parents who did not properly provide. This particular child was apprenticed until fifteen years of age, She was then to be apprenticed to the tailoringtrade. The indenture provided further:

> " and also Learn her to read English and Instruct her in the Art of sewing, Knitting, spinning & household work..... To be dismissed with two Gowns & other proper Cloathing, the one fit & proper for Sabbath Days & the other for week Days wear, & give her a Bible."[26.]

But for the most part the apprenticeship of girls was a binding out to service pureand simple. She was trained to perform the domestic tasks of a housewife and sometimes it was agreed that she was to be taught " the trade, art, or mystery of spinning woolen and linen or knitting and sewing," as in the above. Her indenture required that she was to be " learned to read " which was unlike that of the boy who was to be taught in addition writing and occasionally ciphering.

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25. Abbott, E. " Women in Industry." p. 30.

26. New Haven Historical Society Papers. vol. IX. p. 208.

Several of the worst features and several of the best features are seen in the use of apprenticeship as poor relief. Theoretically it provided a home for the boy or girl whom unkindly fate had deprived of parental care. A goodly number of homes were so provided and many a poor waif found his environment and training better than his own parents could or would have given him. The apprentice under these circumstances made good connections and learned a trade in which he often rose to competence and affluence, taking his place in the community. The career of an apprentice who followed this course is well illustrated by one John Ramsdell of Malden who was bound out by the overseers of the poor to learn the trade of a cordwainer. Serving his time, he seemed to profit by the precepts and example of his master, one Edward Waite, who was a prominent citizen and selectman for fourteen years. Ramsdell married, became a land owner, and a respected and useful citizen, serving as deacon in the church for over fifty years.[27] W.B.Weeden in " Early Rhode Island," claims that the system of apprenticing young people was, during the colonial period, working constantly and apparently with the best social results, being education in the family through the steady business of

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27. Corey. " History of Malden." p. 402-404.

life.[28] Some of the practical measures regulating citizenship seem petty to us, but the general sense of municipal responsibilty was praiseworthy.

But there is another picture of poor relief which is not quite so favorable. Often a town apprenticed its paupers, caring very little what became of them as long as the town was relieved of their support.[29] Long hours of labor were exacted of the apprentice, too crowded with drudgery to be of educative value. They were not infrequently subjected to cruel and abusive treatment for which their masters were only tardily reproved, if at all, as in the following:

> " Richard Parker was so cruelly treated by his master, Philip Fowler, that he brought suit against him. The Court decided in his favor but upheld the right of the master to punish...... though they do justifie any person in giving meet correction to his servant which we see not but the boy did deserve yet do testifie against the manner of punishment given in hanging him up by the heeles as butchers do beasts for the slaughter and caution him against such kind of punishment and order him to pay costs and fines."[30]

Another record speaks of " his swollen wrists where tied up and flogged,..... his back with long red wales"[31]

Of course it is only fair to point out that many boys and girls apprenticed by the town were social problems that would be dealt with in institutions to-day.

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28. Weeded, W. B. " Early Rhode Island." p. 214.

29. Bailey. " Historical Sketshes of Andover Mass." p. 46.

30. Ipswich in Mass. Bay. 1700-1917. p. 226.

31. Ibid.

They inherited weaknesses that masters, earnest for their welfare, could not overcome. Thus we find that an apprenticed boy for attempting to set a house on fire is sentenced to prison and tha master is to have a year and a quarter of his time after the indenture expires.[32] Another master wishes to get rid of his apprentice who has become too unruly for him, even handling him roughly.[33]

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32. Records and Files of the Quarterly Courts of Essex County Mass. vol. VI. p. 223. record dated 1676.

33. Ibid., p. 200. 1669.

C. APPRENTICESHIP AS A SOURCE OF SKILLED LABOR.

The third possibility of apprenticeship, that of providing a supply of skilled labor, was never very fully realized. Seven years was the traditional period in which to receive adequate trade training. While we find many terms for ten, fourteen, and even sixteen years, these were for maintenance and bringing up.[34] Where a boy was put an apprentice with craft training the sole purpose, so great was the demand for his labor that masters were willing to pay his parents a sum of money.[35] Benjamin Franklin pointed out this fact

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34. The division between indentured servants and apprentices is not a clear one in the New England colonies. The indenture made in New England did not always specify trade training. In that case the apprentice was like the indentured servant from England, the only difference being that the formers labor was in return for rearing and maintenance while the latters services were in payment for his passage over, To make the distinction between the indentured servant and apprentice less clear, we have boys in England indentured to masters in this country where trade training was specified, thus placing such indentured servants within any discussion of apprenticeship. With indentured servants from Europe, not involving craft training, with negroes, and Indians used as slaves, this discussion is not concerned, but apprenticeship of New England children by town authorities even if no craft training was provided must be included.

35. In the nineteenth century Rhode Island at least legislated against this practice .
Public Laws of R.I. pub. 1823 p. 249.
" That all consideration that shall be allowed by the master or mistress, in any contract of service or apprenticeship shall be secured to the sole use of the minor thereby engaged."

Sometimes in the seventeenth century the money was paid to the apprentice. In 1651 in Mass. a boy was indentured with the consent of his uncle and guardian, to be trained in fishing and same service at sea as his master. The master was to pay him 3.li.4.s. at the beginning and 4. li. at the end of his term. (Records and Files of the Quarterly Courts of Essex County Mass. vol. III. p. 25-26.

as inducement to immigrants, comparing it to the situation in Europe where they could only get artisans to take their sons on payment of money. Thus it was easy, he said, for poor people to get their children instructed and that this situation made it possible for parents to raise money with which to buy land. Children from ten to fifteen years of age were most desirable.[36]

We have records, too, of boys in England who were apprenticed to masters in New England, The latter promising to instruct them in their trade as in the following:

> " This Indenture made the First of July 1647 Betweene Thomas Titterton of the one party and Nicholas Hill Jeonmung both hereby covenant, promise and grant to and with the said Nicholas Hill his Executors & Assignes, from the day of the date hereof until his first and next arrivall in borginia and after for and during the term of six years, to serve in such service and imployment as he the said Nicholas Hill or his assignes shall there imploy according to the custome of the country in the like kind. In Consideration thereof, the said Nicholas Hill doth hereby covenant and grant to and with the said Thomas Titterton to pay for his passing, and to find and allow him meate, drinke, apparell, and lodging with other necessaries during the said tearme, and at the end of the said tearme to pay unto him 50 acres of land according to ye custom of ye country." [37]

Advertisements such as these were not uncommon:

> " Any person that wants to bind out a Lad or Lads to learn the Trade of a Man or Woman Tailour, let him repair to John Campbell Postmaster in Boston who will help him to a good Master." [38]

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36. Hart, A. B. ed. " American History Told by Contemporaries." vol. III. p. 25-26.

37. Essex Institute, Salem. Manuscript.

38. Boston News Letter . March 11-18, 1705.

Very rarely did advertisements seek for a master and then it was usually the selectmen asking for a home for one too young for craft training.

As might be expected this scarcity of labor resulted in the lessening of the traditional seven year term, usually to five years though there were terms as low as three years. In the Boston Town Records for 1660, we find complaint made against the too frequent term of only three or four years.[39] As a result they were "incapable of being artists in their trades" and unable to instruct others in their." It was further " Resolved that no one shall open a shop or occupy any manufacture or science until he is twenty-one and not unless he has served seven years apprenticeship," and to prevent any infraction of the above in the future, it was enacted that all indentures hereafter made," were " to be enrolled in the town records within one month after contract made on penalty of ten shillings being paid by the master " at the time of the apprentice being made free.[40]

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39. Boston Town Records. 1634-1660. p. 156.

40. Ibid.

Many trades were taught under the system of apprenticeship - " art of a cordwainer," " mistery of a Distiller," " mystery or art of a croaswork cooper," " Ship wright," " house carpenter," blacksmith and husbandman, while females were to learn the " art, trade, or mystery of spinster and house-wife " to mention some of the commonest.

Yet in spite of the teaching of all these trades, we know that during the colonial period industrial progress was constantly halted by a lack of competent craftsmen, for whose training there was no opportunity in a recently settled country. Recognizing her problem, Massachusetts tried to bestow her patronage with an eye to the industrial growth of the colony. In 1750 Massachusetts granted a ten year patent to a manufacturer of sperm candles and other whale products, requiring him to teach at least five apprentices during that period, of whom two should be nominated by the General Court.[41.] But such provisions were not adequate, apprenticeship rules were relaxed, half qualified workers undertook responsible positions, and workmanship often deteriorated. ed.[42.]

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41. Clark. " History of Manfactures in the United Stat States." p. 50.

42. Ibid., p. 154-155.

I have sketched apprenticeship in its three possibilities as provided for in the Massachusetts Bay Act of 1642. Where the New England colonies adhered to these and where they diverged can be seen better from a closer examination of indentures, court files, newspaper advertisements, and other such records.

Colonial laws show that the development of character and good citizenship were sought as corollaries of the three phases mentioned. Apprenticeship was to provide a preparation for life and not technical persuits alone. To this end the state assumed supervision of the apprentice until he was twenty-one years - sometimes twenty-four - while many states to-day assume responsibility only until a child is fourteen years of age. An orthodox master and Bible instruction were indispensible elements in this preparation for life.[43.]

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43. Probate Records of Essex County Mass. vol. II p. 262. dated 1660. A boy to be placed out to some religious family as an apprentice.

Records and Files of the Quarterly Courts of Essex County Mass. vol. p. 48. dated 1642.
" Hubberd being one not Orthodox in judgement, but going to live out of his jurisdiction. If Hubberd return he is to have his apprentice back."

CHAPTER IV.

APPRENTICESHIP IN COLONIAL NEW ENGLAND AS REVEALED BY INDENTURES, COURT RECORDS, AND OTHER CONTEMPORARY EVIDENCE.

A. CLASSES OF APPRENTICES.

Two kinds of apprenticeship existed in the New England colonies from the very beginning. Adhering to the Statute of Artificers and the Elizabethan Poor Law, we find compulsory as well as voluntary apprenticeship existing before 1642. By voluntary apprenticeship, I mean apprenticeship where a boy bound himself " by his own free will and consent " to a master in order to learn a trade. In this group should be classed all boys and girls over fourteen years of age apprenticed by their parents whether or not the boy or girl expressed his or her consent in the indenture. Compulsory apprenticeship means all those boys and girls bound out by the town authorities in accordance with the practice established by the Statute of Artificers, the Elizabethan Poor Law, and after 1642, under the principles of the Massachusetts Bay Act of that year.

Compulsory apprenticeship did not always carry with it craft training. When such is the case, it is little different from the indented servant, except that in the

latter instance, the individual being apprenticed was old enough to express his own will, while in the former case, it was a boy or girl too young to give his or her legal consent. Yet so many times did compulsory apprenticeship provide for trade training that compulsory apprenticeship of children must be included in any discussion of apprenticeship even though many of them were practically indentured servants.

Another class of apprentices was Indians. They were often indentured during the colonial period and are called apprentices in the old colonial records. Except here and there where some orphan Indian child was placed out by the town authorities for its support, as poor white children were dealt with, apprenticeship of Indians is approximately slavery. The Indian apprentice's time is bought and sold, even after the usual ages of twenty-one and twenty-four for the close of the apprenticeship.

The scarcity of labor in the colonies was so acute that Indian labor was of value. In 1660 we find a court record of the indenture of an Indian child by strategy.

> " Whereas complaint was made to this court against Mr.Ric. Oliver for taking an Indian from Nantuckett without the consent of his father who was there living, and the said Oliver having an indenture signed by the boy, with the consent of an Indian who pretended to be an uncle of the boy as a witness, and who also had a counter part in his hands, court ordered that said Oliver should either return the boy to his father or procure a certificate signed by some of the inhabitants of nantuckett Island or other

legal testimony of the consent of the boy's father and to make return to Salisbury court. also in the meantime to look carefully to the boy that he may not want what is convenient and necessary according to the English manner if he did not return him." [1]

That the evil practice which this court record indicates continued, we can feel fairly certain for in Massachusetts in 1707 enacted that " no Indian was to be put out apprentice but by the allowance of two justices ~~tices~~." The " Sessions of the Peace " were to " hear and relieve such as were agrieved." [2] Again in 1725-26, we find another act to the effect, " that no married Indian is to be bound out " and Indian children " not without the consent of living parents." [3]

As might be expected, the Indian was not a good proposition. For craft training he fell far shart of the white child. As a servant, the pauper child, the indented servant from Europe, and even the negro were preferable. Indians were untrustworthy and rebellious, while masters who engaged them seem to have been of the abusive sort.

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1. Records and Files of the Quarterly Courts of Essex County Mass. vol. II. p. 366.

2. Massachusetts Act and Resolves. 1692-1714. p. 436.

3. Ibid., 1715-1742. p. 364.

B. CONDITIONS OF APPRENTICESHIP.

If we are to judge apprenticeship by the advertisements in the newspapers, often the lot of the white boy or girl was little better than that of the slave. Their time was bought and sold like any commodity.[4]

" A Servants maids Time for four years to be sold: Inquire at the Post-Office in Boston, and know further." [5]

" a Boy aged about 13 years to be disposed of for Eight years time. Inquire at the Post Office," [6]

" A very likely white Servant Boy's time for six years, that is fit for Sea or Land Service, to be Sold, inquire etc....." [7]

" A White boy about Thirteen years old, having Eight years to serve, to be Sold by Mr Abraham Blish in Corn-Hill Boston; the Lad has been in Newfoundland upon the Fishery," [8]

" A Servant aged about Sixteen years, having already Served Three years to a Black Smith, and hath Four yet to serve, to be Sold, & to be seen at Mr john Gilberes Warehouse, or at the Crown Coffee-House in Boston." [9]

" a Very strong hardy White Servant Boy, about 17 Years old fit for Sea or Land; his Time for five years to be disposed of by Mr Thomas Moffatt, near Dr Noyes on the Dock; who has likewise very good Bristol Beer in Bottles to sell, either by the Cask or Dozen." [10]

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5. Boston News Letter, Nov. 17, 1707.

6. Ibid., July 23, 1711.

7. Ibid., Aug. 12, 1712.

8. Ibid., Mar.26, 1716.

9. Ibid., April 26, 1716.

10. Ibid., Dec. 10, 1716.

It is more than likely that some of the above advertisements refer to purely indented servants from England. Not enough is given to really determine, though ships bringing indented servants advertised them as a group, sometimes stating the ship or captain who brought them here.

That the conditions of apprenticeship were no worse is due to town and colonial acts, faulty as their enforcement was at times. In 1792 we find that Stephen Miller Jr. in boston wrote to Colonel Edward Winslow of New Brunswick about securing an apprentice for him and if obtained through the overseers of the poor:

(1.) They must not go out of the state,[11.]

(2.) They must either be taught some mechanical profession or have twenty pounds when free,

(3.) And the person who takes them must have a recommendation from the town;

" thus can not secure any from the almshouse but will endeavor to get some from another quarter." [12.] Here we have a pretty clear statement of the law regarding compulsory apprentices in 1792 and we find that a real

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11. Sometimes the indenture provided that the master might take his apprentice out of the country with his consent. This probably was only true of voluntary indentures though not enough of the indenture was recorded to prove it.

" & to giue him a set of Towls at the end of his tyme, and to prouide him dureing the sd apprentishipe, & seven pounds p̄ Ann: for to find him aparell, & provided his Master shall goe out of the country hee shall not haue him his sayd servant to goe along with him, without his sd apprentice consent."

(York Deeds, Book II. 1674. Folio 159.)

12. Mass. Hist. Soc. Proceedings. vol. II. second series. p. 242.

effort is made for their proper education, supervision, and treatment.

Other rules for the proper moral guidance fof the apprentice, curious as some of them seem, looked to his development as a law abiding citizen. To this end there were passed in New England laws similar to the following one:

> " And that no person who is or shall be Licensed to be an Innholder, Taverner, Common Victualler or Retailer, shall suffer any Apprentice, Servant or Negro, to sit drinking in his or her House, or to have any Manner of Drink there, without special Order or Allowance of their respective Master; on pain of forfeiting the Sum of Ten Shillings for every such offence."[13.]

The better features of apprenticeship are to be seen among voluntary apprentices. The number of these was doubtless larger than the present records show due to the fact that indentures made by the overseers of the poor have been preserved in town records and made accessible in historical society libraries, whereas indentures made by a father placing his son with some craftsman to learn a trade are more scattered, fewer have been preserved, and most of these have not been made accessible However, enough of these are obtainable, especially in town histories to throw considerable light on the condition of voluntary apprenticeship.

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13. Laws of N, H. Province Period. 1702-1745. dated 1715. p. 196.

Voluntary apprentices usually came from the same social level as their masters.[14.] They were received into the household of their employers as members of their families. Being members of the family, and not guests, they were expected to make themselves generally useful in the hours not devoted to craft training.[15.] This status made the apprentice's day long and this hours of freedom at the whim of his master. If such services were demanded of the apprentice to the detriment of his trade training, the master and apprentice might take the matter to court. Sometimes the indenture itself had something to say about chores.

> " and the s[d] Thomas is also hereby obliged according to his owne best skill & abilitie to learne and instruct th s[d] Jacob in the trade & art of a Blacksmith if the s[d] Jacob be capable of learning the same, and he shall keepe his said servant Jacob at worke upon s[d] trade as much as may be without damage to other necessary occasions that may fall out unavoidably in a family; that for want of time & use & instruction, y[e] said Jacob may have no just ground to complaine of his owne want of experience or proffiting under his s[d] master in y[e] said trade of Blacksmith." [16.]

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14. " Remember that he is descended from your equal, that he will one day be the same himself; nor when that day comes, have occasion to blush at repreaches that he may justly make, and you will be unable to answer. In fine look back into your ouw life to reccollect what you suffered or expected, when in the same circumstances yourself; and, looking forward, imagine what sort of treatment you should wish a master to use to a child of your own." (Quoted from : " A Monitor for an Appprentice," by I Watts.)

15. " In a friendly chat with Mr Bartholomew, Mrs Wade told him: ' What a mercy she had in having such a servant in her house in her husband's absence, how ready and forward he was in all that was good, in asking her children questions out of y[e] Scripture & herselfe also which she thought was to see if he could pose her.' " (Ipswich in Mass. Bay. p. 225.)

Real craftsmen took pride in their apprentices since an apprentice's achiemements demonstrated their ability to teach and apprentices in turn were proud of masters they had served under, often using their master's name as a guarantee of their training. Good workmanship demanded a type of brain even as it does to-day where hand labor has not been stereotyped by some factory process. There were no industrial or technical schools so that boys who wanted that kind of an education bound themselves to reputable artisans. Even children of well-to-do parents were bound out as evidenced by one William Potter who was apprenticed to Daniel Cook. The following is a list of the clothing he brought with him, clearly showing that he was no poor mans child.

> " First that which was New; a Loose bodyed Coate, a streight boyed Coate and Jacket all Casy and faced with soloone. a wosted Coate and two wosted jackets all Lined with solloone a paire of druget Briches Lined: a washed Paire of Leather Brishec a caster hat three shirts two home spun ones and one fine one three paire of stockins one paire of them wostdd three neck Clothes two of them silk a paire of shoes and a paire of washed Leather Gloves: Next his wareing apparril now worn but whole: A hatt Coate breches stockins and shoes. Memorandum that Cloathing which was Casy was home spun."[17.]

Often a man made provision in his will for the apprenticing of his sons at his death, even where the estate was large enough to have supported them.[18.]

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16. " Historical Sketches of Andover." ut supra.p. 50.

17. " History of the State of Rhode Island and Providence Plantations." vol. III. p. 587.

18. The inheritance money of such an apprentice might be forfeited in whole or in part to the master if the apprentice broke the indenture. " man petitions

In the essex County Court Records for 1649, we have the case of a widow who died, leaving three children. The children were provided for in the will as follows: the eldest son is left 19 li. 12 s. 8 d. and is to be apprenticed to a shoemaker for seven years, the second boy is left 9li. 16 s. 4 d., to be apprenticed for eight years, to learn the tailor's trade, and the last, who is now six or seven, is to be apprenticed until twenty-one years, is to be educated, and is to have the same sum of money as the second.[19]

Sometimes a man apprenticed his younger sons to their older brother. In an Essex County Probate Court record for 1654, we find that two boys were ordered to live with their brother " after the manner of apprentices and to be taught the trade of cooper " according to their father's will."[20]

If the master died before the apprentice had completed his term, the rest of the boy's time was usually reckoned in with the inventory of the estate.

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court for the inheritance money of apprentice who ran away 2 yr befor time up." (Probate Records of Essex County Mass. vol. III. p. 102. dated 1676.)

19. Records and Files of the Quarterly Courts of Essex County Mass. vol. I. dated 1649. p. 163.

20. Ibid., p. 380. dated 1654.

" Boys time prized at 3 pounds sterling intending boys covenant to be performed as it is in the indenture." [21]

Usually the indenture provided that in the case of the death of his master, the apprentice should serve his master's heirs, executors, administrator, or assigns.

" This Indenture witnesseth that Aurthur Cary of Boxford in the County of Essex in New England hath put & doth Bind his Son John Cary apprentice to Jeremiah Hunt of Billerica in the County of Midd^x husbandman and with him, his heirs, executors, administrators or assigns, after the manner of an apprentice to serve from the day of the date hereof during the term of eleven years & nine months to be compleated and ended next ensuing." [22]

Occasionally the indenture named a specific individual to continue the apprentice's training.

" The sayd Nicholas doth further Covenant, with the sayd Bennoj, for the better Incoragem^t that if the sayd Nicholas do happen to dy, before that the tyme of the apprentishipp of that apprentise William Wadleidh bee expired, that then hee shall serue out the the remajnd^r of his Covenant, and Indenture with the sayd Bennonji, Bennonj p̶rformeing the sayd Nicholas Conditions to the sayd William Apprentice & that ye sayd Bennonj shall not bee Molested, disturbed, or putt out by the sayd Nicholas, nor by any other P^rson or persons by his meanes, procurement, or allowance. And for the true P^rformance here of the partys to these P^rsents, do bind them selues in one hundred pounds Sterling, each to the other to bee payd on default or breach of any, or all these Covenants, by the Party offending, neglecting, or refuseing, to ye party obserueing, fulfilling, & P^rformeing/ In witness hereof the partys to these P^rsents...." [23]

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21. Probate Records of Essex County Mass. vol. I. p. 21. dated 1642.

22. Bailey. " Historical Sketches of Andover." p.51. dated 1714.

23. York Deeds. Book 3. folio 42. dated 1678.

" Be it knowne unto all People by these presents that I John Tailor of the Towne of Newport in the Colloney of Rhode Jsland & Providence Plantations in the Narraganset Bay in New England have put & bound out unto Zacharyah Mathewson of the Towne of Providence in ye Colloney aforsd & to his wife & to the longest liver of them two, my son Benjamin Tailor to be & live a servant with the said two Persons untill the said Benjamin Tailor doe attaine to the age of twenty & one years......." [24]

Still other possibilities of the fate of an apprentice at his master's death are found in the Probate Record Records of Essex County: a boy of eight is apprenticed until he is twenty " if his master live so long," [25] a man is freed by the will of his master and given enough money to buy himself a new suit of clothes,[26] another apprentice is discharged " being 20 yr of age," [27] still another is given twenty shillings by his master's will,[28] and another is to serve his time at his master's death but to have a few tools. [29]

Quite as interesting as what happened to an apprentice at his master's death are the clauses affecting the end of the period of indenture.

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24. Early Records of the Town of Providence.

25. Probate Records of Essex County Mass. vol. I. p. 21. dared 1642.

26. Ibid., p. 412. 1665.

27. Ibid., p. 428. 1656.

28. Ibid., vol.II. p. 56. dated 1666.

29. Ibid., p. 264. 1671.

The customary clause was :

> " And at the Expiration of Said Term to give unto said Apprentice two suits of apparel; One fitting for working days; And the other fitting for Sabbath days." [30]

Other clauses might be added:

> " And also a Cow. And a Yoke of Steers, which shall then be coming in four years old." [31]

> " apprentice to have equipment for weaving at end of term." [32]

> " .....and to have Three Suits of Apparell booth woolen and lynnen thorought in thend of the term one good Suite for Sabbath dayes and the other Two for workin dayes and on good Suite of Tooles fitt for a Shippwrights vse One of a Sort according to Custom." [33]

> " and give him double apparel, a musket, sword, and bandoliers, and 20s." [34]

Most of these clauses show an attempt to give the apprentice a start in life on his own. A little book entitled, " A Monitor for an Apprentice or a sure guide to gain both esteem and estate, with rules for his conduct to his master, and to others," originally published in England but later published in this country,

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30. McLellan. " History of Gorham Maine."

31. Ibid.

32. Records and Files of the Quarterly Courts of Essex County Mass. p. 135. vol. III.

33. York Deeds. Book II. Folio 62. dated 1662.

34. Stiles, H. R. " History of Ancient Winsor Conn." quotation dated 1665.

gave the following advise to an apprentice on the completion of his term.

> " Serve a year or Two as a journeyman to the schrewdest and most experienced person of your profession, You will learn more dexterity and address in the procuring and dispatch of business, during that interval, than in the whole seven years you have served already. It will besides give you leisure to look around for a proper place to settle in, where is a vacancy in trade that you may hope to fill with sucess; as likewise to select those dealers who are likeliest to serve you best on one hand, and to court those customers who are the surest pay, and give the largest orders on the other hand." 35.

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35. " A Monitor for an Apprentice." by I Watts. p. 77.

C. APPRENTICESHIP AS SEEN IN THE RECORDS OF OFFENDERS.

For many apprentices the scarcity of labor left attractive openings on the completion of their term so that this sound advise was no more heeded than the frugal advise regarding pleasure in the same manual.

> " The most exquisite, as well as the most innocent of all enjoyments, are such as cost us least; reading, fresh air, good weather, fine landscapes, and the beauties of nature. Unbend, therefore, principally with these, they afford a very quick relish while they last, and leave no remorse when over." [36.]

If the above advice had been applied to leisure time, there would doubtless have been fewer court records. As it is, the examination of the Records and Files of the Quarterly Courts of Essex County Massachusetts leaves one with the impression that misconduct on the part of the apprentice is about as frequent as mistreatment by the master. On the whole, considering the bad inheritance of many of the pauper children,[37.] these instances are comparatively few. The master's

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37. The term " bad inheritance " is used both biologically and socially. Children born in prison and illegimate children are the most obvious examples, instances of which I have quoted on pages 44 and 45. These cases are representative of a frequent occurrence which a reading of the minutes of the selectmen in various parts of New England shows. More difficult to prove but probably equally true is the bad inheritance of most of the other pauper children apprenticed. The frequent use of the phrase to teach him to read and write " if he be capable " seems to suggest that instances of the apprentice's native inability in this respect were all too common.

36. " Monitor for an Apprentice."

offence was usually over work, cruel punishment, or neglect of the following type:

> " Tavar Quilter brought suit against Richard Buckley, to whom her only son, Joseph was apprenticed, She testified that she found him ill-treated, sick in a cold room, and took him home to nurse him back to health." [38]

> " John Bridge, servant to Nathaniel Wells, told a pitiful tale of cruel treatment before the Court. He had served him faithfully for two and three quarter years, but he, having shamefully abused and beaten me soe that it is questionable whether I should ever be sound again or not, on Sabbath day after meeting when sick and unable to work, turned me away withoutt any clothes except a few raged ones that would scarce hang on my back so that I was forced to beg clothes, shoes so bad had to tie them about my feete." [39]

The misconduct of the apprentice was most often of the theft variety.

> " An apprentice boy, being but little and his first offence, to be whipped severly for breaking up two and said Porter's man's chest, a hat band, and for taking a pig (which he said he had found, but did not cry it) a chisel and selling them." [40]

> " An apprentice boy sentenced for burglary on Lord's day and stealing, to be ' severli whipped tomorrow being Lecture day & to sett a hower before the Lecture wth a pap(er) writt and sett upon his head for breaking a hous, stealing etc on the Lord's da day." [41]

> " An apprentice boy to be severly whipped and serve his master 40s. longer to pay fine which his master is to pay for stealing milk though he had eat milk that morning and his willful breach of ye sabath." [42]

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38. Ipswich in Mass. Bay Colony. p. 227. dated 1665.

39. Ibid.

40. Records and Files of the Quarterly Courts of Essex County Mass. vol.I. p. 62. dated 1644.

41. Ibid., p. 18. dated 1640.

42. Ibid., p. 27. dated 1644.

This last quotation gives the two most usaal forms of punishment - whipping and lengthening of the term. The latter was also the punishment for runaway apprentices. By 1636 enough apprentices had run away so that the colony of Connecticut felt a necessity for passing the following law.

" It is ordered that noe m[r] of a Family shall giue habitacon or interteinment to any younge man. to soiourne in his family, but by the allowance of the inhabitants of the said Towne where he dwelles Vnder the like penalty of 20s p[r] weeke. These 2 last orders to take effect the first of Aprill next." 43.

In 1644 another law was passed in Connecticut that:

" Whereas many stubborne, refrectary and discontented searuants and app[r]ntices w[th]drawe themselues fro their masters searuices, to improve their tyme to their owne advantage; for the p[r]uenting whereof, It is Ordered, whatsoeuer searuant or apprentice shall hearafter offend in that kynd, before their couenants or terme of searuice are expired, shall searue their said masters, as they shall be app[r]hended or retayned, the treble terme, or threefold tyme of their absence in such kynd." 44.

Here we see that the punishment is th be " threefold tyme of their absence." Proper provision is also

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43. Public Records of the colony of Connecticut prior to 1665. p. 8.

44. Ibid., p. 105.

made for their apprehension.

" And when any servant, servants or apprentices shall run from their masters, it shall be lawful for the next assistant or justice of the peace, or constable, and two of the chief inhabitants in such town where no assistant or justice is, to press men and boats (if occasion be) at the masters request and charge, to persue such servants and apprentices, by land and sea, and to bring them back by force." 45.

Protection is to be afforded ~~from~~ apprentices who run away from abusive masters.

" That if any servant or apprentice shall flee from the tryanny or cruelty of his or her master, to the house of any inhabitant of the same town whereto he or she belongs, such servant or apprentice shall there be protected and sustained till due order be taken for his or her relief." 46.

Judging from the number of times the following law appears on the colonial statute books, captains of vessels must have offered safe welcomes to runaway apprentices.

" Masters of vessels and commanders of privateers are forbidden to entertein or conceal any apprentice without consent of his master on penalty of five pounds a week and an apprentice shipping with the intent to leave his master's service may have his term extended not exceeding one year." 47.

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45. Conn. Statute Laws. vol. I. p. 487.

46. Ibid.

47. Mass. Acts and Resolves. 1694, p. 192.
In 1718 (p. 119) masters of ships were again warned not to carry off any servants or sons under age.

Inspite of all these laws, apprentices continued to run away as a newspaper advertisements testify.

" Ran-away on Monday night last the 23d Currant from his master Abraham Blish. Hatter in Boston a young man named William Rogers about 18 years of Age, of a middle Stature, fair fac'd, light coloured curl'd hair, he has a light colour'd Coat trim'd with the same colour, a saggaty colour'd Jacket like a Searge, and a stript holland Jacket, with 2 pair of Breeches of the same, and 1 pair of cloth, a black Hat, Whomsoever shall take up said Servant and him safely convey to his said master, or the Post master of Boston, or give him any true intelligence of him, so as his master may have him again, shall have a sufficient Reward and charges."[48.]

" Ran-away from his master ' Seth Sweetzer of Charlestown in N-Engl. Auguast 15, b1703.A Young man named John Logaen, about 19 years of Age, of a middle Stature, black Hair, by occupation a Taylor, he's said to be gone to Long-Island, thence to Pensilvania. Whosoever shallltake him up and convey him safe to his master shall have four reward."[49.]

" One cent Reward.
Runaway from the subscriber on the seventh inst. an indented apprentice by the name of Samuel Read; whosoever shall return said apprentice to his master shall receive the above reward but no charges paid. All persons are forbid harbouring or trusting him on my account, as I shall pay no debts of his contracting after this date.
Jeremiah Brackett[50.]
Wetbrook, May 10."

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48. Boston News Letter, April 23, 1705.

49. Ibid., May 29, 1704.

50. Portland Gazette, May 14, 1816.

An even limited perusal of such advertisements leads to the conclusion that those who are learning a real trade seldom run away; it is rather those whose position is like that of a servant in the menial sense of that word or those who are practically slaves. The most frequent advertisements for runaways are to be found at the time of the Revolution and all such advertisements usually bore the Postscript:

> " All masters' of vessels' are cautioned not to carry off said apprentice as they would avoid the Penalty of the Law." [51.]

Even after the Revolution, labor still being scarce and wages high, under the pressure of competition, apprentices were easily induced to leave their masters in violation of the terms of their indentures by promises of increased pay and lighter service. In Boston in 1795 a group of masters formed an Association of Mechanics to protect their interests in this respect. This organization afterwards became known as the Charitable Mechanics Association.[51.]

Apprenticeship did not end with the colonial period. It continued well into the nineteenth century, retaining many of its earliest features. Outside forces rather than its own defects brought the system to a close.

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51. Winsor, Justin o. " Memoriable History of Boston." vol. IV. p. 80.

CHAPTER V.

THE DECLINE OF THE OLD APPRENTICESHIP SYSTEM IN NEW ENGLAND.

Apprenticeship in its original form declined with the comming of the industrial revolution, its introduction of machinery, and specialization processes. Though it was to the middle of the nineteenth century the only method of learning a trade, it was undergoing changes and modifications. The authority of the master over his apprentice was lessened, the trades were not as popular for a livelihood as they had been, and competition with European goods discouraged the laboriously made article.[1.] The first industry to see the most rapid change was weaving, becomimg a factory process about 1845.[2.] From that it spread rapidly to other trades. Certain industries, where machinery was slow to invade, continued the old apprenticeship system well into the nineteenth century. This was true of rural communities as well. Even twenty years ago , forty-three states had laws relating to the employment of apprentices and requiring that the master should teach the apprentice the trade in which he is engeged.

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1. Fish, C. R. " The Rise of the Common Man." p. 210.
2. Abbott, Edith. " Women in Industry." p. 45.

Quite as interesting too, is the influence of the principles of the Massachusetts Bay Act of 1642, for thirty-eight states provided that apprentices should be taught the common English branches of education, usually reading, writing, and a certain amount of arithmetic.[3]

With a decline in apprenticeship came a decline in craftsmanship. As a solution for this problem, many looked for a revival of the old apprenticeship system. So strong did the feeling become on the sixties of the nineteenth century that a petition embodying the following requests was presented to legislators in various parts of the country.[4] It asked:

(1.) That the apprentice should be legally bound for five years.

(2.) That the master should be compelled to teach him the entire trade and provide the necessary schooling.

(3.) That the master should be morally responsible for the apprentice's moral training.

(4.) That the number of apprentices should be limited.

But the forces of the industrial revolution were too strong for any petiton to turn aside, or the growing labor unions to control. It is only in the twentieth century that a new type of apprenticeship has begun to be developed, better called vocational or cooperative education. In this the apprentice receives instruction under teachers regularly employed for the purpose. Even this is of a limited nature. It is only in the more highly organized

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3. Federal Board for Vocational Education. Bulletin 87.

4. Ibid.

industries, the powerful railroads, and corporations that there exists an apprenticeship system that involves any agreement to teach the whole trade and which can be said to furnish industrial training. Sometimes this system of training is run in connection with an outside school.

One cannot regret the passing of the old apprenticeship system. With it are gone the indentures for longer than necessary to learn the trade and the exactions covered by the personal nature of the contract. We are trying to meet the lack of training with more extension and part time courses. Too many who praise the old type of apprenticeship fail to realize its limitations at its best.

CONCLUSION.

Apprenticeship as a system of trade education existed in the New England colonies from their beginning. By 1642 apprenticeship was seen to possess new and broader possibilities than were provided for by the Statute of Artificers and the Elizabethan Poor Law. In recognition of this, the Massachusetts Bay Colony passed the act of 1642, making apprenticeship a means of compulsory education, a source of skilled labor, and continuing as in England, a system of poor relief. The adherence to the principles of this act in the rest of New England, both by statute and common law made a new institution of apprenticeship, while English customs in the regulation of the details of apprenticeship were continued. The most significant feature of this new institution was the early insistence upon book education. At first this only meant reading; then writing was added by law for boys and a varying amount of arithmetic became customary.

From the beginning of New England to the middle of the nineteenth century, the only method of learning a trade was apprenticeship. Consequently all desiring such an education served a term under some master. Children of well-to-do people and poor were both bound out. The preservation and accessibility of the records of compulsory apprentices has tended to make this class appear

disproportionately large as well as to bring voluntary apprenticeship within the shadow of its disrepute.

Apprenticeship met the needs of the New England colonists at a time when nearly all manufacture was in the handicraft stage. When these conditions changed in the middle of the nineteenth century, it practically disappeared. As a preparation for citizenship and a livelihood, the colonial features of apprenticeship had many laudable features. It was a practical education that fitted the apprentice for life. He learned an entire trade, not just a few processes or skills. But there is another side to apprenticeship that the personal nature of the relation between the master and apprentice permitted. The apprentice was completely under the control of his master and many men took advantage of this situation. In England the close supervision of the guilds had guarded the apprentice against abuse. In New England this duty fell to the selectmen. During the seventeenth century, these selectmen probably kept a closer oversight of apprentices within their towns than during the eighteenth century. Even when supervision was given the most careful attention, the personal nature of the contract gave the master an unfair advantage. However we must credit the New England system of apprenticeship with combining trade and elementary book education at an early date. If in practice the ideal was seldom attained, we must remember that the fault was not so much

with the system as with the lack of facilities which were inherent in the newness of the country.

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For a general discussion of apprenticeship J. F. Scott " Historical Essays on Apprenticeship and Vocational Education", is the fullest account. Paul Douglas, in " American Apprenticeship and Industrial Education," has an introductory chapter on the history of this institution from earliest times.

Olive Dunlop, in her " English Apprenticeship and Child Labour," in the first chapters of this work gives what constitutes the English background of New England apprenticeship. R. F. Seybolt, in " Apprenticeship and Apprenticeship Education in Colonial New England and New York," also devotes a chapter to the English background.

For an account of apprenticeship more directly concerned with New England, Seybolt, mentioned above, has the fullest discussion. Marcus W. Jernegan in the " Schod Review," has two articles on Compulsory Education which are an excellent summary of the educational phase of apprenticeship in New England. Other brief accounts and references to apprenticeship may be found in general, economic, social, and industrial histories. The latter are frequently provocative of ideas but need to be tested with source material before acceptance.

Other sources of information which are by far the most valuable, are early colonial records, colonial statutes, historical society papers, town histories, court records, and manuscript indentures. The best collection of the last is at the Essex Institute in Salem.

APPENDIX.

TRANSCRIPT OF AN ENGLISH INDENTURE DATED 1708. (I.)

This Indenture made the sixteenth day of January in the seaventh yeare of the Reigne of our Sovraigne Lady Anne of Greate Brittain ffrance and Ireland Queene Defender of the ffaith ex Anno qo Dom 1708 Betweene William Selman of the pish of Corsham in the County of Wiltes Husbandman and Richard Selman son of the sd William Selman of the one pte and Thomas Stokes holder of the pish of Corsham aforesaid Broadweaver of the other pte Witnesseth that the said William Selman of his own Voluntarie will and with the consent of his sd ffather William Selman Hath put himselfe Apprentice unto the said Thomas Stokes and with him covenanted to dwell as his Apprentice from the day of the date hereof untill the full end and terme of Seaven Yeares fully to be compleate and ended during all which tyme the said Richard Selman shall well and faithfully serve him the said Thomas Stokes his master his secrets lawfully to be kept shall keep his commandmts lawfull and honest shall doe and execute hurt unto his said master Hee shall not doe nor consent to be done Tavernes or Alehouses he shall not haunt Dice Cardes or any other unlawful games hee shall not use ffornication with any women hee shall committ during such tyme as he shall stay in his Masters service Matrymony with any woman he shall not Contract or espouse himselfe during the said Terme of Seaven years The goods of his master hee shall not wast nor to any man lend without his Masters Lycence from his Masters house or business he shall not absent himselfe by Night or by day without his Masters leave, but as a true and faithfull servant shall honestly behave himselfe towards his sd Master and all his both is words and deeds And the said Thomas Stokes doth fo himselfe his Executors and Administrators promise and Covenant to and with the sd William Seman and Richard Selman to be taught and instructed in the trade Art science or occupation of a Broadweaver after the best manner he can or may with moderate correction finding and allowing unto his sd Servant meate drinke Apparrell Washing Lodging and all other things whatsoever fitting foran appntice of that trade during the said term of Seaven Yeares And to give unto his sd Appntice at the end of the sd terme double Apparell (to witt) one suite for holy dayes and one for worken dayes.In witness whereof the said pties to the psent Indentures interchangeably have sett their hands and seales the day and yeare first above written Sealed and Delivered in the psence of Thomas Stokes.

I. Dunlop, English Apprenticeship and Child Labour, P. 35

INDENTURE MADE IN CONNECTICUT 1696.

"This writeing made the 15 of Aprill 1696 witnesseth that Nath Goodwin edward cadwell ensigne Jacob white & John Catlin by the alowanme & Approbation of the Assistants in Hartford haue put Wm Blancher son of Wm Blancher late of Hartford an apprentice to John easton of Hartford to liue wth him after the $mano^{r}$ of an apprentice from the day of the date hereof untill he doth attayn the tha age of one & twenty years of age he being now three yeares & Seuen months old he the whole Terme of Time to carry himselfe as a faythfull & obedient seruant towards his sayd master & m^{rs}. obeying all their lawfull comands & the sayd John easton doth bind himself carefully to prouide for & to affoard unto his s^{d} apprentice dureing the whole terme conuenient & necessary food & Apparell conuenient for such an apprentice & to cause him to be Instructed to read the english Tongue & to write a legible hand & at the end of the sayd Terme to set him free & to giue him Two Good suits of Aparell one for lords dayes & the other for working dayes rownd both lining & woolen hats & shoes. & the first aboue mentioned Townsemen of Hartford for this p^{r}sent yeare doe ingage themselues & their $successo^{r}s$ Townsemen of Hartford to pay unto the sayd John easton the sume of fifteen pounds to be payd to him in fower years by equall proportion each year: It is to be under stood that the s^{d} blancher Is to liue with the s^{d} John Easton his heirs executo's or $Administrato^{r}s$ the whole Terme afoarsd & the sayd easton bindes himselfe his heirs $execto^{r}s$ and $administrato^{r}s$ to performe what he is engaged by his Indenture & to the True performance of the premises we firmly bind o^{r}selues by subscribing hereto this 15th of Aprill 1696." (I)

I. Connecticut Historical Society Collections, vol. VI. p. 243.

MAINE INDENTURE 1779.

"This Indenture Witnesseth That David McDugle of Gorham, in the County of Cumberland And State of Massachusetts Bay hath put himself And by these presents doth Voluntarily & of his own free will & accord and with the Consent of his Mother put and bind himself Apprentice to Cary McLellan of Gorham aforesaid Gentleman & Eunice his Wife, to learn the art, Trade or Mistery of Husbandry and with him, the said Cary & Eunice his wife after the manner of an apprentice to Serve from the day of the date hereof for & during the Term of Five years, four months & eight Days to be Completed & ended, During all which term the said Apprentice his said Master & Mistress Faithfully shall serve their Secrets keep, their Lawful Commands gladly every where obey. He shall do no damage to his said master or mistress, nor see it to be done of others without letting or giving Notice thereof to his said Master or Mistress. He shall not waste his said Master's Goods, nor lend them unlawfully to any. He shall not commit Fornication, nor Contract Matrimony within the said term. At Cards, Dice, or any other Unlawful game he shall not play whereby his said master and mistress may have Damage with their own goods or the goods of others. He shall not absent himself by Day or by Night from his said master or Mistress's Service without their leave, nor haunt ale houses, Taverns or Play houses but in all things behave himself as a faithful Apprentice Ought to do towards his said Master & Mistress During the said term of five years, four months And eight days to be Compleated & ended. And the said Cary MCLELLAN & EUNICE his Wife for themselves Do hereby Covenant & promise to teach & instruct the said Apprentice or Cause him to be taught & instructed to Read, to Write, & to Cypher as far as the Rule of Three (if said Apprentice be Capable to learn). And to find the said apprentice sufficient Cloaths, meat & drink, washing and Lodging in Sickness & Health for & during the said term. And at the Expiration of said Term to give unto the said Apprentice two suits of apparel; One fitting for working days; and the other fitting for Sabbath days. And also a Cow. And a yoke of Steers, which shall then be coming in four years old. In Testimony Whereof the parties to these presents have hereunto interchangeably set their hands & Seals the Seventh Day of July A Domini One thousand Seven hundred & Seventy nine---"

History of Gorham, Maine, by McLellan.

INDENTURE MADE BY THE OVERSEERS OF THE POOR, BOSTON, 1798, APPRENTICING JOHN, AN INDIAN BOY, TO CAPTN EBENEZER DORR OF BOSTON. [I.]

This Indenture Witnesseth, That Edwar Procter John Sweetser, Jonathan S. Austin, Edward Does Henry Hill, William Smith, William Phillips jr., Stephen Gorham, Oliver Brewster, Arnold wells jr. bedford Webster, Thomas Perkins Esquires----- Overseers of the Poor of the Town of Boston in the County of Suffolk, and commonwealth of Massachusetts have placed, and by these Presents do place and bind out John an Indian boy born in Noothasound, with his own consent, unto Capt[n] Ebenezer Door of Boston in the county of Suffolk, his wife, and their heires and with them after the manner of an Apprentice to Dwell and Serve, from the Day of the Date of these Presents, until the twenty-fifth day of March one Thousand Eight hundred and ten, at which time of the said apprentice be living he will arrive at the age of twenty one years-- During all which said Time or Term, the said Apprentice his said Master and Mistress well and faithfully shall serve their secrets he shall keep close, their Cammandments lawful and honest every where he shall gladly obey: he shall do no Damage to his said Master or Mistress nor suffer it to be done by others, without letting or giving seasonable Notice thereof to his said Master or Mistress he shall not waste the Gods of his said Master or Mistress nor lend them unlawfully to any: At Cards, Dice, or any other unlawful Game or Games he shall not play: Fornication he shall not commit: Matrimony --------------------he shall not contract: Taverns, Ale-houses, or Places of Gaming he shall not haunt or frequent: From the Service of said Master or Mistress by Day or Night he shall not absent himself, but in all things, and at all Times, he shall carry and behave himself towards his said Master and Mistress and theirs as a good and faithful Apprentice ought to do to the utmost of his ability during all the Time and Term aforesaid: And the said Master doth Covenant and Agree for himself, his wife, and their Heirs, to teach the said Apprentice or cause him to be taught to Read, Write, and Cypher And also shall and will, well and truly find, allow unto and provide for the said Apprentice, sufficient and wholesome Meat and Drink with Washing, Lodging, Clothing and other Necessaries meet and convenient for such an Apprentice during all the Time and Terme aforesaid: And at the expiration thereof shall dismiss the said Apprentice with two good suits of wearing apparel fitting all parts of his body, One for Lord's Days, the other for working Days, Suitable for his degree.

In Testimony Whereof, the said Parties have to these Indentures interchangeably set their Hands and Seals, the twenty fifth Day of March in the Year of our Lord, One Thousand Seven Hundred and Ninety Eight

Signed, Sealed and Delivered
in Presence of
Constant Freeman
Susanora Freeman

Edward Edes
Etc. (7 in all)

I. Manuscript, Boston Public Library.

INDENTURE OF A GIRL MADE AT CHELMSFORD, MASSACHUSETTS, 1767.

This Indenture made the twelth Day of January anno Domini one thousand Seven Hundred and Sixty Seven; Witnesseth that we Ephraim Spaulding, Oliver Barron, Aaron Chamberlin, Gentlemen Joseph Pierce Junr. and Joseph Adams Junr. yeomans

All of Chelmsford in the county of Middlesex, Selectmen of the sd. Town of Chelmsford and overseers of the poor of the Said Town; by and with the Assent of two of his Majesties Justices of the peace for the Sd County, Whose names are here unto Subscribed, have put and placed and by these presents do put and place Abigal Dutton, a poor Child of the said Town, Daughter of James Dutton late of Chelmsford aforsd. Deceased; Apprentice to Andrew Batties of Sd. Chelsford yeoman; and to Mary Batties his wife , with them to Dwell and serve from the Date hereof. Untill the said Apprentice Shall accomplish her full age of Eighteen years; Dureing all which term the said Apprentice her said Master and Mristress faithfully Shall Serve in all Lawfull Business according to her power; witt and ability; and honestly orderly and obediently in all things Demean and Behave herself towards her said Master and Mristress, and all theirs Dureing the Said term; And the said Andrew Batties for himself, his Executors and administrators; doth covenant and Grant to, and with the Said Selectmen and overseers of the poor, and Every of them, their and Every of their Executors and Administrators and their, and Every of their Successors in the Said office. for the time being by these presents; that he and the Said Mristress Shall use the Utmost of their Endeavors to teach and Instruct; or cause her sd. apprentice to be Instructed in Reading &c; and to teach and Instruct her in the Art and Business of Spinning, and all common household work of womens Imployment; and also to provide for the Said Apprentice, Sutable and Sufficient Meat, Drink, Apparel, washing, and Lodging, in Sicknes and health Doctoring, Nursing &c, in case of Sickness, fitting and Sutable for an Apprentice Dureing the Said term; And at the end of the Said term of time to give and deliver to her the Said Apprentice two Good Suits of Apparel; the one Sueite New, fitt for Sundays the other Suit Good, fitt for working days; In Witness whereof the Parties first above Named to these present Indentures, their hands and seals have Interchangeably Set the Day and year first above written

Signed, Sealed, and delivered in the presence of us
Samuel Howard
Silas Richardson

Andrew his X mark Batties

Middlesex S. S. Chelmsford January 16th 1767

(continued on page 90.)

We Oliver Fletcher & William Stickney Esqrs. two of his Majesties Justices of the Peace for the County of Middlesex within mention do hereby _ Declare our Assent to the putting forth, and Binding out the within Named Abigal Dutton apprentice to the Said Andrew Batties according to the Intent and Meaning of the Indenture within written

Oliver Fletcher)
Wm. Stickney) - Just Pacs.
)

History of Chelmsford Mass. by Waters, P. 416.

INDENTURE MADE IN NEW HAMPSHIRE 1676.

This Indenture witnesseth that I, Nathan Knight, sometime of Black point, with the consent of my father-in-law, Harry Brooker, and Elend his wife, have put myself apprentice to Samuel Whidden, of Portsmouth, in the county of Portsmouth, mason, and bound after the manner of an apprentice with him, to serve and abide the full space and term of twelve years and five months, thence next following, to be full, complete, and ended; during which time the said apprentice his said master faithfully shall serve, his lawful secrets shall keep and commands gladly shall do, damage unto his said master he shall not do, nor see to be done of others but to the best of his powers shall give timely notice thereof to his said master. Fornication he shall not commit, nor contract matrimony within the said time. The goods of his said master he shall not spend or lend. He shall not play cards, or dice, or any other unlawful game, whireby his said master may have damage in his own goods, or others, taverns, he shall not haunt, nor from his masters business absent himself day or night, but in all things shall behave himself as a faithful apprentice ought to do. And the said master his said apprentice shall teach and instruct, or cause to be instructed in the art and Mystery of a mason; finding under the said apprentice during the said time, meat, drink, washing, lodging and apparel, fitting an apprentice teaching him to read, and allowing him three months during the later end of his term to go to sahool to write as also double apparel at the end of the same time. As witness our hands and seals, interchangeably put to two instruments of the same purpose, November the twenty fifth, one thousand six hundred and seventy-six. [1]

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1. Seybolt, R.F. " Apprenticeship and Apprenticeship Education in Colonial New England and New York." p.29.

INDENTURE OF A GIRL, BOSTON, ABOUT 1701.

THIS INDENTURE Witnesseth that Mary Clifford, daughter of Stephen clifford late of Boston Deceased aged nineteen years of her own Free & Voluntary Will hath put her self Apprentice or Servant to John Pastre and Marget his wife and to their, assignes and with him or them after the manner of a Servant to Dwell and Serve from this present first day of August into the full End and Term of four years from thence next ensuing the Date hereof; by all which Term of four years the said Servant the said Mr or Mistris well and truly shall Serve their Secrets shall keep close their Command lawful and honest everywhere. She shall gladly do, hurt to her said M or M she shall not do, to the Value of Twelve pence by the year, but shall let if she may, or else Immediately admonish her said Master thereof: the Goods of her said Mr or Mrs she shall not Inordinately wast, nor them to anybody Lend, whereby her Mr may incur any hurt: Fornication in the House of her said Mr or else where, she shall not Commit: Matrimony she shall not Contract, without the Special License of her Sd Master. From the Service of her Mr day or night she shall not absent or prolong herself; but in all things as a good and faithful Apprentice or Servant, shall bear and behave her self toward her said Master and all theirs during the Term aforesaid: and the said John pastre and Marget his wife doe ingage the finding and providing of their said Servant Apparel, Meat, Drink and Bedding, and all other necessaries meet and convenient for a Servant, for and during the Term aforesaid: And at the Expiration of the abovesaid Term her said Master or Mrs shall give unto said Servant desent Apparel both of Linnen and Woolen In Witness whereof the Parties above mentioned for the true performance of the abovesaid Covenants & Agreements have Joyntly & Severally Interchanchably Set, their Hands & Seals to each Indenture being both of one Tenor & Form: And Date in Boston - this first - day of August in the first - Year of the Reign of Our Sovereign Lady &c And in the year of Our Lord one thousand Seven hundred.[1]

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1. Boston Record Commissioners Report. vol.10. pub.1886. p.151.

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